DOCUMENT RESUME

ED 091 537 CE 001 308

AUTHOR	Knox, Alan B.; And Others
TITLE	An Evaluation Guide for Adult Basic Education Programs.
INSTITUTION	Columbia Univ., New York, N.Y. Center for Adult Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[72]
NOTE	164p.; Step by step instructions, including the questionnaires and other forms needed for evaluation
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	*Adult Basic Education; Data Analysis; Data Collection; *Evaluation; *Evaluation Techniques; *Guides; *Program Evaluation; Questionnaires; Records (Forms)

ABSTRACT

An outcome of a study of adult basic education programs initiated three years ago by the Columbia University Center of Adult Education, the evaluation guide with its step-by-step instructions can be used for both formative and summative evaluations of adult basic education programs. Background research involved in this publication included direct field experience with over 40 local adult basic education operations. One section is related to the "how" of evaluating a program and includes coverage of type of approach, preparing initial and detailed plans, making a preliminary survey, collecting data, and analyzing and interpreting data. The section on "what" to evaluate is related to recruitment, staffing, inservice education, instruction, collaboration, and goal-setting. Approximately 80 pages are devoted to the sample instruments (interview guides, questionnaires, and forms) needed to collect evaluation data. The appendixes include an annotated bibliography on evaluation methods, external standards information for evaluation interpretation, and adaptation for ABE/Model Cities joint programs. (EA)

ED 091537.1

An Evaluation Guide For Adult Basic Education Programs

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Center for Adult Education
Teachers College
Columbia University

CE001308

ED 091 537

AN EVALUATION GUIDE FOR ADULT BASIC EDUCATION PROGRAMS

Step-by-step instructions, including the questionnaires and other forms needed for evaluation

Alan B. Knox
Jack Mezirow
Gordon G. Darkenwald
Harold Beder
with the collaboration of
Richard Videbeck and Gladys Irish

PROJECT DIRECTOR JACK MEZIROW

The work presented herein was performed pursuant to a grant from the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

Center for Adult Education
Teachers College
Columbia University
New York, New York 10027

TABLE OF CONTENTS

Forward ..... i-ii

PART I WHY EVALUATE YOUR PROGRAM 1

PART II HOW TO EVALUATE YOUR PROGRAM 2-13
- Decide on the Approach 2
- Organize the Effort 3
- Prepare the Initial Plan 3-4
- Make a Preliminary Survey 5-7
- Prepare a Detailed Plan 8-9
- Collect the Data 9-12
- Analyze and Interpret Data 12-13

PART III WHAT TO EVALUATE 14-49
- Recruitment 14-18
- Staffing 19-23
- In-service Education 24-29
- Instruction 30-41
- Collaboration 42-47
- Goal-Setting 48-50

PART IV EVALUATION INSTRUMENTS 50-84
- Director Questionnaire 86-100
- Teacher Questionnaire 101-112
- Student Questionnaire 113-114
- Co-Sponsor Questionnaire 115-117
- Program Statistics Form 119-120
- Student Data Form 121
- Teacher Data Form 122
- Teacher Rating Form 123
- In-service Education Content (Tchr. & Aide) Form 124
- In-service Education Content (Adm.) Form 125
- Classroom Interaction Rating Form 126-128
- Co-Sponsor Data Form 129-130
- Goal-Setting Process Form 131

Appendix A Annotated Bibliography on Evaluation Methods 133-135

Appendix B External Standards 136-157

Appendix C Manual for ABE/Model Cities Joint Programs 158-159

FOREWORD

Three years ago the Center for Adult Education initiated a study of adult basic education programs. To formulate a dependable frame of reference for decision making about the development of those programs, the Center acquired direct field experience with over 40 local adult basic education operations. This publication is a product of that study and is best understood in the perspective of its history.

The work began with a comparative study of unprecedented scope to identify (1) the common practices and problems in ABE program organization and administration; (2) the evolving processes of interaction among students, faculty, and administrators, which explain the ways of program practice; and (3) the perspectives of each group to see the whys of interaction through participants' own eyes. A team from Columbia conducted over 100 interviews of one to two hours each with program administrators and staffs in six cities across the United States. Participant-observers operating from four universities were attached to a stratified sample of 59 classes in five cities over an eight-month period. From their 237 field reports and interview data, significant patterns of program practice, social interaction, and perspectives were identified.

Findings were tested against the experience of six leading urban ABE directors in a group consultation. Two national surveys, one of urban directors and the other of more than 1,000 ABE teachers, and a series of four regional workshops involving 200 directors and professors of adult education were conducted to establish the general validity of findings and to provide a needed set of norms on national urban program practice. Policy issues, major problems, and innovative practices were identified, priorities for research and demonstration suggested, staff development needs clarified, and benchmarks for program evaluation established. The methodology, "synchronic induction," used to construct this multi-dimensional normative description and analysis of urban ABE practice constitutes a new development in social research with broad applicability for program analysis

A second phase of the Center's work sought insight into organizational, programmatic and interactional factors which impede or facilitate the development of innovative program practices within ABE. Four "grounded theory" studies were undertaken, each using comparative field methods to analyze one or two selected practices in six cities. The purpose was to provide guidelines to planners. The same four collaborating universities undertook these studies. Selected program practices analyzed included: use of paid aides and volunteers in the classroom, classes co-sponsored with employers, decentralized classes, learning laboratories, the use of full-time teachers, centralized programs, and the use of community liaison personnel. Findings from our first two years of study will be reported in a book authored by Gordon Darkenwald, Alan Knox and myself, *Last Gamble on Education*, to be published in 1974.

A third development within the Center has focused upon training systems for ABE. Professor Winthrop Adkins has produced a set of teacher-training packages involving lesson plans and supporting multi-media materials, including videotapes, for teacher training in areas identified by our studies as important. After two years of pilot effort the "Life Skills" project has been separately funded as a continuing experimental effort.

An overriding concern governing our work with ABE has been to better understand and predict its evolving reality without arbitrarily fragmenting it. This was a major reason why we chose inductive field methods and devised ways to apply them to a comparative analysis of national scope. Our work has focused on the qualitative, the interaction within the classroom, the program, and the organization.

When we approached the fourth phase of work, development of a guide for program evaluation, we sought a way to help the evaluator grasp this qualitative reality as benchmarks for assessing program progress. We chose to adapt an approach suggested by the work of Robert Stake, of the University of Illinois.

Based upon our compilation of a "critical decisions inventory" of major policy and program questions confronting ABE directors, we identified six areas as crucial: staffing, instruction, recruitment, collaboration, in-service education and goal formulation. In each area the approach is one of determining the degree and nature of the fit between *intent* as currently defined by those locally involved and *current practice*. To describe intent, detailed guides are presented for interviewing administrators and supervisors, and questionnaires are included for teachers and participants. Current practice is ascertained through questionnaires developed for administrators, teachers, students and co-sponsors, as well as classroom observation rating forms.

While examining incongruities between intent and reported practice, this approach also systematically examines qualitative differences in program expectations among administrators and supervisors, among teachers, among participants and between these groups.

The interview guides, questionnaires, rating scales, observation guides and other instruments are meant to be modified by the user. Items can be deleted, rephrased or added to fit local conditions. Directors may choose to use only two or three of the six areas for which instruments have been developed, depending upon their current need and

interest. The instruments can simply be photocopied directly from this guide.

The approach can be used for a formative evaluation, to provide feedback useful for improving program practice. It can also be used for summative evaluation by a follow-up study to determine the degree to which earlier reported discrepancies have been overcome.

The Center's approach to evaluation constitutes a recognition that there is much more involved in assessing ABE than quantitative indicators alone, although these are important and included. It accommodates the fact that as programs evolve, operational objectives must be tested against reality and modified accordingly, and that practices and priorities change as programs mature. Our intent has been to provide the director and his staff with the means to identify how their local program is or is not meeting their own expectations and to better understand the reasons for unsatisfactory progress. When it becomes desirable to use an external evaluator, the approach we suggest retains for the director and his staff control over the objectives and methodology of the evaluation.

Gordon Darkenwald served as Associate Director of the Center's evaluation project, Harold Beder as its Assistant Director, Garrett Murphy, Director, Adult Learning Center, Albany, and Richard F. Kelley, ABE Director, Hartford, were consultants, and their staffs gave us invaluable advice. Several consultants reviewed our work: Curtis Sederburg, Supervisor, Adult Continuing Education, Lincoln Nebraska Technical Community College; Barton S. Hutchinson, Administrative Assistant, Continuing Education, Evening and Summer Schools, Detroit Public Schools; John Hatfield, Project Director, Region V, ABE Staff Development Project; Jean Bailey, Danville Junior College, Danville, Illinois, and Charles E. Kozoll, Department of Adult Education, University of Georgia. Charles Mingus provided major editorial assistance. Mary Morris helped with the editing of an early draft. The cover design was by Karla Kaynee.

Jack Mezirow

Part I

WHY EVALUATE YOUR PROGRAM?

Most administrators and teachers in adult basic education (ABE) are well aware that they are pioneers in an undertaking of major social value: the job of helping undereducated adults extend their education as a means of enjoying a fuller and more rewarding life. These administrators and teachers, therefore, strongly want to improve their ABE programs. But, to improve something, you need to understand its strengths and weaknesses. This is where evaluation comes in.

Just about everyone associated with adult basic education makes informal judgments about program effectiveness. An adult student who reads at the fourth-grade level judges the program when he drops out because it is not helping him get a job. A part-time teacher judges the program when she decides to use different materials to teach arithmetic. A member of the local school board judges the program when he approves its annual allocation of funds from the school budget. And an advisory committee member judges the program when he compares current activities with desirable directions. Each one of these people is making an informal evaluation.

Formal evaluation also takes place. Most ABE programs report results of periodic achievement testing to the state education department. Most directors monitor enrollment and attendance rates as indications of program success. But ABE staff members are often skeptical of formal evaluation procedures, because these are typically designed for elementary and secondary school programs and frequently have little utility in assessing programs of adult basic education.

Formal evaluation can, however, benefit programs in several ways. One benefit is simply that someone is considering whether the most important evaluation questions are being asked. Another is the greater likelihood that evaluative judgments will be based on adequate information. A third benefit is that persons in a position to improve the program are more likely to know about the evaluative judgments and to be committed to using them.

This guide is designed to achieve these benefits of formal evaluation while attempting to preserve the flexibility and adaptability of informal evaluation. The material is based on the analysis of urban ABE programs operating across the United States and is presented in a form that can be readily adapted to local needs and circumstances.

Typically, most persons associated with ABE are strongly committed to program improvement and continually make evaluative judgments. The guide suggests three ways in which the usefulness of this continuing evaluation process can be increased. First, the guide can help to focus evaluation activities on those parts of the program that are most likely to be improved through evaluation. Second, the guide can help staff members to collect relevant data so that they will have greater confidence in the evaluative judgments that are made. Finally, the guide can help staff members conduct the evaluation activity in a way that is more apt to result in program improvement.

Part II

HOW TO EVALUATE YOUR PROGRAM

This part of the guide describes a typical plan of action an evaluator might follow in preparing for and conducting a program evaluation. Actual evaluation plans will vary from this one in both the evaluator's role and the series of steps taken. For example, the evaluator might be the ABE director, a member of his staff serving as chairman of the evaluation committee, or an outside evaluation consultant. The series of steps might cover most of the activities suggested in the guide for each component of the program or might be restricted to a few activities for a single component that appears in special need of evaluation.

Copies of the plan should be used to orient staff members who will be affected by the evaluation effort. Early in the preparation stage, the evaluator might make an audio-visual presentation based on the following material. A discussion following the presentation would help clarify objectives, procedures, and roles, as well as reduce apprehension and increase commitment to the evaluation effort.

Decide on the Approach

Over the years there have been many approaches to educational evaluation. The most prominent approach has been achievement testing. Almost all approaches to evaluation have included the making of judgments based on evidence or data. But beyond that, there have been important differences.

Some approaches have emphasized the role of impartial external evaluators. Others have stressed continuous evaluation by staff members. A few have emphasized a combination of internal and external evaluation. Approaches also vary in the aspects of the program on which evaluation activity is focused. The traditional focus of educational evaluation in the schools has been on testing of student achievement as exemplified by multiple-choice exams. By contrast, adult education programs have focused on application of what is learned (especially for work-related programs), student satisfaction (end-of-program reaction forms), and persistence rates (agency records on attendance and dropouts). Evaluation approaches vary, too, in the sources from which data are obtained: teachers, students, administrators, other staff members, persons in related organizations, and ABE records. There are also variations in who does the judging and how judgments are used.

This guide is organized around the idea of evaluating ABE programs by comparing intended practice with actual (current) practice. This helps identify gaps to be closed by program improvements. The guide divides an ABE program into its major parts (components) and for each part lists items that might be evaluated. Items can be added, deleted, or modified to meet the needs of an individual program. The guide can be used both for internal evaluation (with its advantages of familiarity and commitment to use results) and for external evaluation (stronger on impartiality and awareness of outside resources and standards). When used for external evaluation, it provides the local ABE director with a degree of control over objectives and methods.

The approach of this guide, of course, represents only one way of thinking about evaluation. Other approaches are described in the references listed in Appendix A. Some of these approaches, such as those of Knox (1969, 1971) and Stake (1967), are similar to the one described here. Others provide contrasting viewpoints; for example, those of Tyler (1950), Bloom (1971), Corey (1953), Suchman (1967), and Scriven (1967). If a local evaluation committee decides that an approach different from the one described here is best for their purposes, they can still adapt some of the procedures and instruments contained in this guide. The literature on methods of evaluation describes procedures for data collection such as consulting records, observing activities or materials, testing, administering questionnaires, and conducting group and individual interviews.

There are four parts to the guide. The first part briefly discusses the reasons for evaluating ABE programs. The second part, which includes this section, tells how to evaluate a program from start to finish. The third part discusses six major components of ABE programs: recruitment, staffing, in-service education, instruction, collaboration, and goal setting; and lists the items that might be evaluated for each component. The fourth part contains the instruments to be used in gathering the evaluation data: interview guides, questionnaires, and forms. These instruments contain the same evaluation items as the components, but in the instruments these items are rephrased usually as questions and are rearranged in groups according to the sources of the data and methods of data collection. Thus, one instrument, the Administrative Staff Interview Guide, contains items from all of the components. Each item is cross-referenced so that the corresponding item in the components or in the instruments is easily located.

Organize the Effort

There is a big advantage in having your ABE unit do its own evaluation rather than leaving the job to outsiders. When staff members take part in an evaluation effort, they are much more inclined to accept the resulting recommendations and help implement them. In addition, those who participate tend to become more competent in the use of evaluation procedures. These benefits are more likely to be achieved if the following suggestions are followed:

(1) Keep persons associated with the ABE unit informed about the evaluation activity throughout the effort.

(2) Make sure the evaluation committee represents all groups associated with the unit.

(3) Provide funds in the ABE budget for basic evaluation expenses, including an evaluation consultant.

(4) Make one person chiefly responsible for leading the evaluation effort and give that person the time, resources, and recognition necessary to do the job.

(5) Recognize and encourage those who help with the effort.

(6) Periodically review the effort so that it stays on target.

(7) Plan to use the results of evaluation to improve the program.

Those who organize the internal evaluation activities have a dual responsibility. First, they must plan and conduct the evaluation activities in such a way that the appropriate data are collected and analyzed. Second, they must proceed in a way that encourages people associated with the ABE unit to use the evaluation results to improve the program. One of the best ways to meet these responsibilities is to include persons associated with the ABE unit in the planning and carrying out of the evaluation effort. Thus, even if one person performs most of the planning and administrative tasks of the evaluator role, it is helpful to have an evaluation advisory committee to facilitate communication and coordination.

Select the members of an evaluation committee with care. The committee should be small enough to be manageable, but large enough to be representative. Three to eight members are about right. These persons should have the basic competencies needed for a successful evaluation effort. It is helpful if the committee includes the director or one of the major program administrators or supervisors, at least one or two teachers, and perhaps a student, support staff member such as an aide or counselor, and even a representative of a co-sponsor. One or two members, preferably more, should be fairly knowledgeable about educational evaluation. A chairman who is a strong leader can greatly increase the effectiveness of the committee.

The chairman should give special attention to scheduling. He should make up a timetable of major activities, with target dates for the completion of major phases. The committee can then review the proposed timetable for feasibility, encourage people to cooperate with the evaluation effort, urge them to complete evaluation tasks adequately and on time, and arrange for reporting of results.

Prepare an Initial Plan

The basic evaluation plan should be developed in advance. When evaluation activities are restricted to two people or a single classroom, a plan can be quite informal. But when various staff members participate, as in the approach of this guide, a more formalized plan is recommended.

An early decision will have to be made on the extent of the evaluation effort. This must necessarily be a compromise between what is desirable and what is feasible. Try to identify indicators of how well the ABE unit is functioning and how successful it is. Also, identify current evaluation procedures. This early exploration should lead to conclusions about the extent and type of evaluation effort that seems needed. Of course, the need for evaluation has to be weighed against the amount of time and money available for it. Conclusions about the amount of resources to be allocated to evaluation will depend on what has been done in the recent past and what the anticipated return on the investment will be.

As the planning and the conducting of the evaluation proceeds, there will be further points at which it will be useful to consider the balance between costs and benefits. The benefits to the program obviously should exceed the costs of evaluation. One function of the evaluation committee or an individual evaluator is to maintain a favorable balance between costs and benefits.

In preparing a basic evaluation plan, give attention to each of the following questions:

(1) How might the recent history of the ABE unit affect the evaluation effort?

a. Is the unit struggling to get started, rolling along smoothly, or experiencing major problems?

b. Is a high rate of staff turnover likely to affect the operation of the ABE unit and/or an evaluation effort?

c. Will past experience with evaluation influence current attitudes toward it?

(2) Can already available data be used for evaluation?

a. How pertinent and accurate are the data?

b. How representative are the data and what biases should be guarded against?

c. What problems are likely to be associated with using this data for evaluation?

(3) How experienced in working with evaluation procedures are persons associated with the ABE unit?

a. What competencies can be counted on?

b. What problems associated with inexperience should be guarded against?

c. How apprehensive are people likely to be?

d. What might be done to prepare the way for an evaluation effort?

(4) What aspects of the ABE unit and program should be especially noted so that they are not overlooked during the evaluation process?

a. Are there points of major or passing emphasis, such as personnel changes or a new location, that should be understood as part of the current program rationale?

b. Are some parts of the program, such as relations with co-sponsors, especially susceptible to damage unless the evaluation activity is carefully conducted?

(5) Does available evidence suggest that certain components of the ABE unit should be the focus of the evaluation effort?

a. Are there major problems that evaluation might help solve?

b. Are there satisfactory situations that could be substantially improved by changes brought about by evaluation?

(6) On what basis should the evaluation effort be focused on selected aspects of the ABE unit?

a. Would a small evaluation effort devoted to each aspect of the ABE program be likely to produce the greatest overall benefits?

b. Should some of the evaluation effort be used to identify the points at which the remainder should be concentrated?

c. How should it be decided on what aspects of the program to focus evaluation?

(7) What is the scope and extent of the evaluation effort that seems warranted at the present time?

a. What resources are available?

b. How large are the probable benefits of evaluation?

c. What negative results are likely?

(8) Who should take part in the planning of the evaluation effort so that it will be effective?

(9) Should certain people be included in the evaluation process to increase the chances that they will use the results?

Several persons associated with the ABE unit should discuss these and other pertinent questions and recommend a planning procedure for the evaluation effort.

Make a Preliminary Survey

The purpose of a preliminary survey is to help the evaluation committee decide what aspects of the program should be the focus of the main evaluation effort. This decision will enable the committee to invest available resources at the points where evaluation is likely to result in the greatest program improvement. The preliminary survey is to the evaluation effort what a pilot project is to a research study.

A Preliminary Survey Guide is included in the section on Evaluation Instruments as the first of three interview guides. Most of the evaluation items in the Preliminary Survey Guide parallel the items grouped under the major program components in the section on What to Evaluate. Thus, the Guide includes items on recruitment, staffing, in-service education, instruction, collaboration, and goal setting. In additon, there are a few items (78 though 84) that deal with other components.

The following are typical steps toward a preliminary survey. Each local ABE unit will want to prepare a similar plan that best fits its own circumstances.

(1) **Prepare Plan** Review the local circumstances and prepare a plan for the preliminary survey.

a. **Assign Responsibility** The local ABE director or whoever else has overall responsibility for program evaluation should designate an evaluator or a committee as having primary responsibility for planning and conducting the preliminary survey. The evaluator or chairman of an evaluation committee might be the director himself, but preferably would be another staff administrator or an outside consultant. Throughout the remainder of this set of procedures, the person with primary responsibility for the preliminary survey will be referred to as the Chairman of the Evaluation Committee.

b. **Clarify Purpose** The Chairman should recognize that the primary purpose of the preliminary survey is to help determine the focus of the main evaluation effort. This focus is important if the effort spent is to produce the greatest improvement in the program. The findings from the preliminary survey can supplement the best estimates of people familiar with the local ABE program.

c. **Conduct Initial Review** A brief, informal review of existing information can supplement the preliminary survey or in some cases be a substitute for it. The review might include reading past evaluation reports; reviewing records that relate to evaluation (e.g., achievement test scores, attendance records, staff personnel files); and asking people familiar with the ABE unit what aspects of the program most need improvement and at which points the evaluation effort might be most usefully focused. A summary based on this initial review would be helpful in orienting members of an evaluation committee.

d. **Estimate Resources** The Chairman has two crucial resources. One is staff time to be released from other duties and assigned to the evaluation effort. The other is the budget allocation to be used for materials, outside consultation, data processing, and the like. An early estimate of these resources can help define a realistic scope for the total evaluation effort. The estimate can also help determine the amount of these resources to devote to planning the effort, including the preliminary survey.

e. **Review this Guide** At this state it would be helpful for the Chairman and perhaps some of the evaluation committee members to read at least the early parts of this guide. A briefing session with an audio-visual presentation and discussion could also be held. As a result of the initial review and the estimate of available resources, the chairman should be able to identify the parts of the guide that seem to be most relevant and should better understand the preliminary survey within the context of the total evaluation effort.

f. **Adapt Survey Guide** The Preliminary Survey Guide is the basic instrument for collecting data for the preliminary survey. Its format allows easy selection and modification of items. The Chairman should discuss the Survey Guide with persons he wants to enlist in the total evaluation effort. This discussion will tend to clarify what is already known about the ABE program and will help to identify those aspects that might be emphasized in the evaluation. If desired, questions can be added to the Survey Guide about other components that might be included in the main evaluation effort. Examples of these other components are counseling, materials development, finance, and program administration. The resulting data could then be used to specify the more detailed items on each additional component that should be included in the main evaluation effort. This information could also be used to determine the relative emphasis to place on those components. There are other ways that the Survey Guide can be adapted. For example, if a component already in the Survey Guide appears to warrant more in-depth initial evaluation, questions about it can be

added to the guide from the full set of evaluation instruments. Another way to adapt the Survey Guide would be to cut down the number of items for components of lesser importance. Suggested items for such a shortened version of the Preliminary Survey Guide are listed below.

Parts of Preliminary Survey Guide	Selected Items
Recruitment	
Intended	2, 3, 4
Current	6, 7, 15
General	14
Staffing	
Intended	17, 18, 20
Current	22, 23, 27
General	28
In-Service Education	
Intended	29, 31, 33
Current	35, 36, 37
General	38
Instruction	
Intended	42, 43, 46
Current	50, 55
General	58
Collaboration	
Intended	59, 61, 62
Current	63, 65, 67
General	69
Goal Setting	
Intended	70, 71, 72
Current	73, 74, 75
General	77
Other	81

Typically this short form would be used for an interview with the local ABE director. Another version composed of the six general items (14, 28, 38, 58, 69, 77) could be used with a sample of students. These same six general items, along with items 37, 42, 50, and 81, could be used with a sample of teachers.

g. **Perhaps Complete a Partial Evaluation** — At the preliminary survey stage, the scope of the survey could be restricted either to current practice or to intended practice. Though unusual, this might be desirable under some circumstances. For example, a director might decide to use only the current practice items from the Preliminary Survey Guide and to prepare from these findings a detailed description of the ABE unit. He would then submit the description to an outside evaluator, without any accompanying information on the intentions of the ABE staff. The task of the outside evaluator would be to identify the goals implicit in current practices. This might require additional investigation by the outside evaluator. He would then report on the importance and desirability of the implicit goals, and the feasibility of achieving them with the current program. The result would be a form of "goal-free" evaluation. Another example of partial evaluation would be for the ABE staff to complete only the intended practice items from the guide and then to discuss as a total staff the desirability and feasibility of their aspirations.

h. **Agree on Plan** — Before collecting data, the Chairman should review the preliminary survey plan with those people who will be most directly associated with it and whose understanding and support is most needed.

Their agreement on a plan can contribute to both the effectiveness of the survey and their commitment to subsequent evaluation activities.

(2) **Collect Data** — For many ABE programs, the preliminary survey will consist of interviewing the director. His response to the Preliminary Survey Guide, along with the summary from the initial review, will provide the basis for planning the main evaluation effort. As already mentioned, however, it is sometimes desirable to adapt the guide. This often entails asking some of the questions of at least a few other people, such as teachers and students. In addition the suggested short form might be used with several members of the ABE administrative staff. Supplementary data might be collected about additional program components, such as facilities or program administration, both to make sure that they are included in the preliminary survey and to help specify the new items that should be written for additional program components.

(3) **Analyze Data** — Once the data have been collected for the preliminary survey, there are three basic steps in data analysis:

a. **Identify Gaps** — For most of the topics included in the Preliminary Survey Guide there are parallel items on intended and current practice. Compare responses to intended-practice items with responses to current-practice items. Note substantial gaps between what is and what should be. These gaps suggest points to emphasize in the main evaluation effort.

b. **Use Other Information** — With the help of additional available information, from the initial review summary and from other sources, describe the program and interpret the findings from the preliminary survey.

c. **Apply External Standards** — The final step in data analysis is to compare the descriptions that result from the preliminary survey against external standards, such as the information in Appendix B. The comparison of the standards with the intents can help to interpret the desirability and importance of program aspirations. The comparison of the standards with the results can help to interpret program effectiveness.

(4) **Use the Results** — The only reason to conduct a preliminary evaluation survey is to use the findings to help plan the main evaluation effort. The findings can contribute to the making of the following decisions:

a. **Fix the Focus** — Identify the components and topics on which the main evaluation effort should focus. Generally, the greatest emphasis falls wherever the gaps between intended and current practice are largest, and wherever the commitment to close these gaps is greatest.

b. **Determine Scope and Extent** — In general, the anticipated benefits from the evaluation should be greater than the investment in it. This rule of thumb will help define the scope and extent of the effort. A favorable cost/benefit ratio typically occurs when the evaluation is focused on aspects for which improvement is most feasible.

c. **Select Participants** — Include both ABE staff members and outside evaluators in the main evaluation effort. Selecting major topics for the effort will suggest some people to be asked questions (because they know about the topic), some people to do interviewing (because they can do it well), and some people to participate in the process (because they can help bring about the changes that are likely to be indicated by the findings).

d. **Set a Realistic Timetable** — Experience with the preliminary survey will help the planners make realistic estimates of the tasks to be performed and the time needed to perform them.

In these four ways, and in many minor ways, the experience and findings of the preliminary survey can contribute to a more efficient and effective evaluation effort.

With much of the initial planning done, the time is now at hand for working out the details of the main evaluation effort. This will involve decisions on the following.

Narrowing the Focus. Very few ABE units conduct a comprehensive evaluation of their entire program at one time. Those that do rarely give equal attention to all parts of the program.

But being selective is difficult. Because all components of the program are connected, it is sometimes tricky to single out one or several for evaluation. Moreover, few adult education units have generated the kind of program perspective necessary to identify those program components on which evaluation could be most usefully focused. Also, evaluation procedures differ somewhat from one component to another, so that an administrator familiar with the analysis of financial data may be uncertain how to evaluate counseling services effectively. For the same reason, a teacher who routinely administers and interprets achievement tests may be reluctant to conduct a statistical followup of dropouts.

This guide is designed to help ABE staff members identify the program components on which they want to concentrate. If staff members already have a clear idea of what these components are, they can turn directly to the sections in the guide that deal with these components; if not, the staff members will find it useful to map out the ABE unit's functions. Some members who are very familiar with the whole ABE unit can often quickly prepare an overview of the unit based on existing data, their own experience, and a modest survey. Such an overview should report points at which especially useful and more detailed data are likely to be found, and should also help identify components of the unit that need intensive evaluation. The preliminary survey, described on preceding pages, will be especially helpful in this respect.

Once it has been decided which items of what components to include in the evaluation effort, the instruments can be modified so that they have the same items. Items in the components are cross-referenced to make it easy to find the corresponding items in the instruments, and vice versa.

Deciding on Detail and Precision. For almost any evaluation topic it is possible to ask one question, or five, or fifty. For almost any question, it is possible to obtain a rough estimate, a careful estimate, or a precise description. The extent of detail and precision that should be attempted depends on a mixture of what is desirable and what is feasible.

When deciding how much detail and precision is *desirable*, it is well to consider both importance and analysis. Data collected about more important topics should be more detailed and precise. Data to be used in more crucial parts of the analysis should be more accurate.

The amount of accuracy that is *feasible* depends on the availability of the data and the amount of effort that must be expended to obtain it. Some data are readily available in records or in the memory of respondents. But sometimes accurate data are not readily available. A record of trends in recruitment efforts or in job placement of participants may be scattered and buried in old files and may require substantial effort to locate. Recollections of participants about the decision to enroll or drop out may be so faint and diffuse that the major influences on the decision can be reconstructed only with the greatest effort. In such instances it may be better to settle for a rough estimate that can be readily obtained, rather than to expend great effort to get a more exact estimate. This procedure can be crucial when the respondent is the ABE director, from whom a great deal of data are to be obtained. The burden of obtaining exceedingly detailed and precise data on all of the topics to which he should respond might become greater than he could justify.

Adapting Instruments and Procedures. Although the instruments and procedures described in this guide have resulted from long and careful study of actual ABE programs, the variations from one program to another are so great that an instrument or procedure may not apply exactly in a specific instance. It will then be necessary to make some changes. The evaluation committee may wish to delete some evaluation items and add others. An instrument designed as a self-administered questionnaire may need to be modified for use as an interview guide, or vice versa. The wording of individual items may need to be changed so that they better fit the local situation. Existing reports and data can be used to supplement data from evaluation instruments. Such changes are desirable, and the possibility of making them should be raised from time to time during the planning process.

Sampling. Most evaluation activities do not require that date be collected from all persons or sources that are involved. The standard procedure to handle this is sampling. When there are few people or sources from which data are to be obtained, it is most satisfactory to collect data from all of them. But as the amount of data to be collected from each person or source becomes greater or the number of persons or sources becomes greater, sampling should be considered. Although there are a variety of complex and specialized sampling procedures, the basic and most useful procedure is random sampling.

Arranging External Evaluation. Most evaluation efforts are substantially strengthened if they include some evaluation by outsiders to increase the objectivity of the results. In arranging for external evaluation, the following suggestions may be helpful:

(1) Make the basic policy decisions about the evaluation effort internally.

(2) Arrange for the external evaluation early in the planning stage so that the external evaluators can contribute to the planning.

(3) Concentrate the efforts of the external evaluators at those points at which objective and impartial evaluation is most difficult.

In some instances, it may be desirable to assign most of the responsibility for evaluation to external evaluators. This can be done in various ways. One way is to emphasize objectives. Parts of the intended-practice sections of this guide can be used to prepare a detailed statement of objectives. This can be given to an external evaluator to use as a basis for conducting his own evaluation of the extent to which objectives are achieved. Another way is to go to the other extreme and conduct a goal-free evaluation in which the current-practice sections of the guide are used to prepare a detailed description of what is being done. The external evaluator would use this description to identify the goals implicit in the program as it functions. A third way is to arrange for an external evaluation team to conduct the evaluation, using all or major parts of this guide, much as they might if they were conducting a research project.

Collect the Data

With most of the general planning behind you, it is time to get ready for the collection of data.

Who Should Collect? Obvious candidates for the job of collecting data are the ABE director, a member of his staff, an ABE staff committee on evaluation, an evaluation specialist in the school system, an outside evaluation consultant, or an outside evaluation team. Each has advantages and disadvantages, depending upon the situation. Those associated with the ABE unit have the advantages of familiarity with the program's past, a stake in the program's future, and easy access to much of the evaluation data. Outside evaluators have the advantages of greater objectivity, more evaluation experience, and time specifically set aside for the evaluation effort. It is usually desirable to include both insiders and outsiders in any evaluation effort.

Here are some of the typical advantages and disadvantages of various persons and groups as collectors of data:

(1) ABE Director

a. Advantages

1. Is familiar with total ABE unit
2. Is responsible for total unit
3. Can allocate resources for evaluation
4. Has some competencies related to evaluation

b. Disadvantages

1. Is the source of much of the data
2. Has great ego involvement in the program
3. Has heavy competing demands
4. May cause some staff members not to be frank on certain topics

(2) A staff member

a. Advantages

1. Released time may be easier to arrange than for the director
2. Is familiar with parts of unit
3. May be more interested or competent in evaluation
4. Involves a small commitment of staff time

b. Disadvantages

1. May lack familiarity with or commitment to some parts of unit
2. May experience rivalry with other staff members
3. May lack influence needed to coordinate efforts of evaluation

(3) Staff committee

a. Advantages

1. Can be representative of the whole unit
2. Requires less time by each person for evaluation
3. Promotes greater likelihood of commitment to implement evaluation plans

b. Disadvantages

1. More total time spent on evaluation because of committee activities
2. Problems of coordination between parts of evaluation effort handled by several people

(4) Evaluation specialist from school

a. Advantages

1. Selected for competence in evaluation and institutional research
2. Can allocate time for evaluation effort
3. Has access to resources related to evaluation
4. Has some familiarity with total system including ABE unit

b. Disadvantages

1. May not appreciate unique nature of ABE unit within system
2. May overemphasize testing students and underemphasize program evaluation
3. May give too little attention to building commitment to use of evaluation results

(5) Outside evaluation consultant

a. Advantages

1. Is selected for substantial evaluation competence
2. Can allocate time for evaluation effort
3. Has access to substantial resources related to evaluation
4. Has greater experience with all aspects of planning and conducting evaluation
5. Can provide objectivity for external evaluation activities

b. Disadvantages

1. Requires separate budget allocation instead of using part of time of regular staff
2. Has limited familiarity with local situation
3. May entail some loss of control by ABE director over the evaluation effort

(6) Outside evaluation team

a. Advantages

1. Has greater competence on specialized aspects of evaluation effort
2. Can allocate a greater amount of total time for effort

3. Has access to more resources related to evaluation
4. Has extensive evaluation experience
5. Includes various viewpoints to minimize subjectivity and bias
6. Includes enough manpower to conduct intensive external evaluation in a minimum of time

b. Disadvantages

1. Requires separate budget and can be more costly
2. Has limited familiarity with local situation
3. Limits ABE director's control over evaluation effort
4. Requires time, money and coordination to deal with interrelationships of team members

In weighing the foregoing advantages and disadvantages, consider the local circumstances and select the combination of individuals and groups that seems most satisfactory. Where possible, avoid having people collect data from themselves. Although the use of self-administered tests and questionnaires can be efficient, for many evaluation purposes it is helpful for someone else to assist with the collection of data from any individual associated with the ABE program.

How Should Data Be Recorded? The form in which data are recorded when collected can either help or hinder data analysis. Therefore, consider how the data are to be analyzed before deciding how to record them.

The problem of recording data is minimized if the data are to be analyzed by use of punch cards and a computer. Automated data processing is desirable when there is a large amount of data and there are many sources of data. Automated data processing is more feasible when the basic equipment and trained personnel are available, because someone who is familiar with automated data processing and computer utilization can work with the persons who are planning the evaluation effort. One contribution that data processing personnel can make is to help plan the forms that will be used to collect and record data, such as questionnaires, interview guides, and observation checklists, so that punch cards can be prepared directly from them.

In many instances, however, the use of punch cards and a computer is not warranted. This guide's approach to evaluation emphasizes the analysis of basic data within fairly small categories. Thus the data on intended practice for recruitment of participants is analyzed separately from the data on current practice for recruitment. In most ABE units, the number of persons and sources from which evaluation data are collected is small, with the possible exception of students and teachers, where sampling procedures can be used.

When the data are to be analyzed by hand, a form can be set up so that the data are recorded in a way that facilitates analysis. This is illustrated by the Teacher Rating Form. When the number of variables to be analyzed is relatively small (less than 20 variables), the same form can be used to record and to analyze the data. When there are more variables (20–60), the data can be transferred to a single summary form.

When the form is completed, usually by entering the code numbers for each variable along the right margin, the set of forms is sorted into piles based on the code numbers for important variables. For example, if the data deal with factors associated with student persistence and withdrawal, the criterion variables might be the number of weeks that the participant persisted in the program before withdrawing. Those who persisted two weeks or less might be coded a 1, three or four weeks a 2, and five or more weeks a 3. The forms would then be sorted into three piles according to their number. Each pile would then be sorted according to other variables that might be associated with extent of persistence. The frequency distributions for each of these predictor variables, such as age, reading level, and the distance between the participant's home and the ABE class location, could then be obtained by simply counting the number of forms in each pile. Comparing frequency distributions could indicate that participants with some characteristics typically persist longer than others. If neither age nor reading ability were associated with persistence, but traveling distance was, the evaluators could pursue this further in relation to available travel facilities and policy on satellite locations.

Reporting Distributions. Many items call for respondents to circle a number from 1 to 7 to indicate where their answer falls within a range of possible responses. In summarizing or reporting such responses, the analyst can report the distribution in the following way:

Concentration of responses	Reporting Description
1–3	low
2–4	moderately low
3–5	moderate
4–6	moderately high
5–7	high

In more detailed technical reports of data from multiple respondents (e.g., teachers), the analyst should at least report the mean and range of scale scores for each category of respondents on each scale. A frequency distribution should be prepared so that other descriptive statistics can be computed, such as the median and mode.

Intended and Current Practice. In the collection of data from a respondent, it is important that questions about intended practice be asked first, and questions about current practice second. This sequence results in less distortion. When a person is asked about his intention, he usually describes it as he sees it. Then, when he is asked about what actually occurred, his response is dictated by facts that may or may not correspond to the intention. But if he describes intended practice *after* current practice, there is a tendency to reflect greater consistency than actually occurred.

Reliability of Data. If the evaluation data that are collected are unreliable, the conclusions based on the data will be unsound. Reliability is the extent to which several comparable efforts to describe something will produce the same description. When the description is quantitative, such as the number of dollars spent or the number of students in class, a spot check is usually sufficient to reassure the evaluator that the data are reliable. But qualitative descriptions, such as a list of goals implicit in an ABE statement of purpose or a list of the contents emphasized by a teacher during a class session, are another matter. In such instances, it is desirable to have two or more persons rate the goals statement or the class session, using the same rating procedures, and to compare the resulting ratings. The extent of similarity of these independent but comparable ratings is a measure of the reliability of the raters. The higher the reliability, the more confident everyone can be that the judgments or conclusions of the evaluation report are based on valid descriptions not greatly distorted by subjective bias.

Discrepancies revealed by these initial ratings should be discussed so that the raters will approach the future rating process as uniformly as possible.

Analyze and Interpret the Data

The reason for analyzing and interpreting evaluation data is to prepare a report that will give persons associated with the ABE unit a better understanding of the way it functions. The process of data analysis and interpretation typically entails four steps for each of the program components: (1) description of intended practice, (2) description of current practice, (3) comparison of intended and current practice, and (4) comparison of the information gathered with information about external standards. In the process of analysis, data are included from the instruments on the appropriate component, from relevant items in other components, and from sources not included in this guide.

For analysis, the data recorded in the instruments need to be rearranged according to the major program components—recruitment, staffing, and so forth. This can be done simply by transferring information from the items in the instruments to the corresponding items in the appropriate components. For example, the Administrative Staff Interview Guide, The Director Questionnaire, the Program Statistics Form, and the Student Data Form all will contain data on recruitment. This data can be entered under the appropriate items in the Recruitment section of Part III, "What to Evaluate." Each item is cross-referenced to the component and to the number of the corresponding items in that component. Thus, the first item in the Administrative Staff Interview Guide is identified as "1. (Rec.1)," meaning that it corresponds to Recruitment item #1. Items in some of the forms are not cross-referenced in this manner because all of the items in the ~~form are duplicated in the~~ components section noted in the upper-right corner of the form. Another way to organize data for analysis is to make a photocopy of the set of instruments, and then to cut apart the copies of responses related to each component so they can be grouped together, read, and a summary prepared.

Analyzing Intended Practice. The data on intended practice reflect intents, expectations, and serious aspirations. The data describe what various respondents see as both desirable and feasible. For example, students, teachers, and administrators each have expectations about the instructional process, although these expectations are likely to vary not only from one group to another, but also among people within a group. One way in which the data on intended practice can be analyzed is to find out how much consensus there is for respondents within each category. Do various representatives of collaborative groups view co-sponsorship with the ABE unit in similar ways?

Another way to analyze the data is to compare the expectations of respondents who have different roles. How similar are the expectations of the ABE teachers regarding the goal-setting process to the expectations of the administrative staff? Brief summaries of the expectations of two or more categories of respondents can be prepared. The summaries can contain both statistical data and qualitative descriptions. These summaries can then be compared.

The logic of the relationships between items can also be analyzed. This analysis can be conducted for the data from a single respondent, from a category of respondents, and from all respondents. For example, questions such as the following can be answered. Is it reasonable to expect that if the intended resources are provided, the intended people will be able to perform the intended roles? Is it likely that the intended people performing the intended roles will be able to achieve the intended outcomes?

Analyzing Current Practice. The data on current practice provide a description of the ABE program as reported by various respondents. This description includes the people and resources that are actually available as well as the actual results. An early stage of the data-analysis process consists of comparing and combining the data on each variable from various people and sources to produce the most accurate description of the variable. For example, if the variable is the proportion of students who remain in the ABE program for a certain length of time, then the aim is to come up with the most accurate percentage feasible.

The main analysis of the data on current practice consists of an examination of the empirical connections between resources, procedures, and results. This analysis can be used to answer the following questions:

(1) To what extent and in what ways do resources influence procedures? For example, what is the impact of programmed materials on the instructional process? What is the impact of outreach classes on recruitment of the less educated?

(2) To what extent and in what ways do procedures achieve various outcomes? For example, does the recruitment strategy attract many new enrollees, but retain few beyond several weeks? Do the goal-setting procedures result in attractive statements of goals but little staff commitment to achieving them?

(3) Which procedures are most effective in the achievement of the major outcomes? For example, do people in complementary occupations who work part-time doing ABE liaison work produce better results than people from target neighborhoods who work full-time for the ABE unit? Does the learning lab produce higher achievement than the standard classroom?

The conclusions should suggest ways of improving the ABE unit. Two examples of such conclusions follow: (1) inviting outstanding teachers from nearby ABE programs to participate in staff development activities produces more lively and interesting sessions. (2) Role-playing is more effective than group discussion in increasing the ability of participants to cope effectively with job interviews.

Comparing Intended and Current Practice. The parallel sets of items on intended and current practice can be compared to find out if the intended people and resources are being acquired, if people are doing what they say they are trying to do, and if the expected results are being achieved. The purpose of these comparisons is to find out if there are discrepancies between intended and current practice, and if there are, to help decide whether to change expectations or activities or both.

Checking External Standards. A major task in any evaluation effort is to interpret the results of the data analysis. Part of this interpretation is internal, based on the history, character, and rationale of the ABE program. Part is external, measured against experience elsewhere. The highlights of outside experience can be thought of as standards for comparing and interpreting the results of the evaluation effort. If a dropout rate of 30 percent is discovered, is this good, bad, or indifferent? Much depends on the experience of similar ABE programs. For example, it would be enlightening to know that 90 percent of similar programs have higher dropout rates. Not that this would justify the 30 percent dropout rate, but it would help to interpret it. A relative standard provides a basis for comparing one program with others. The purpose of comparing the results of evaluation with an external standard is to interpret the results as a basis for action. Data on external stadards are found in Appendix B.

The following questions can guide the comparisons. Do the persons associated with the ABE unit aspire to what others consider the most important goals? Have the local expectations ever been achieved elsewhere? Do they seem to be feasible? The answers can be of value in assessing the importance of the goals and the effectiveness of the procedures used to reach the goals.

Part III

WHAT TO EVALUATE

Extensive research has identified six components as centrally important to most ABE programs. These components are recruitment of students, staffing, in-service education of teachers, instruction, collaboration, and goal setting. Each functions through the interaction of various persons associated with the ABE unit. For example, the director works with recruitment aides, teachers, and representatives of community groups to recruit students. Knowledge of how these six components function provides a relatively comprehensive overview of the entire ABE unit. Those who plan and conduct an evaluation effort can include any or all of these program components as well as any additional components.

The components are closely interrelated. Recruitment of students and staffing, for example, are bound to affect instruction. And goal-setting certainly influences all of the other components. Since one component affects another, there is overlapping. The number and characteristics of students, for instance, is an outcome of recruitment and is an influence on instruction.

The sections that follow contain evaluation items for each program component. Arranging the items by components facilitates the in-depth appraisal of any component of the ABE unit. But the process of collecting data needs to be organized around the sources of data. Thus all questions to be asked of teachers should be assembled in one instrument. This has been done in Part IV, Evaluation Instruments. In Part IV, the evaluation items for each program component have been rearranged according to source (and usually rephrased in question form). There are instruments to secure information from program administrators, lab supervisors, the director, teachers, students, and program co-sponsors.

The accompanying table shows which program components are included in which instruments. This table is useful when an evaluation effort is concentrated only on some of the components. If those components, for example, are recruitment and in-service education, only the recruitment and in-service sections of the instruments checked need to be used. These would include the recruitment sections of the Preliminary Survey Guide, the Administrative Staff Interview Guide, the Director Questionnaire, the Program Statistics Form, and the Student Data Form; and the in-service education sections of the Preliminary Survey Guide, the Administrative Staff Interview Guide, the Director Questionnaire, the Teacher Questionnaire, and the In-Service Education Content Form.

If only certain items in the sections on components are to be evaluated, the corresponding items in the instruments are easily located by means of the cross-reference immediately following the number of each item.

INSTRUMENTS

Components	Preliminary Survey Guide	Administrative Staff Interview Guide	Director Questionnaire	Teacher Questionnaire	Program Statistics Form	Others
Recruitment	x	x	x		x	x Student Data Form
Staffing	x	x	x	x	x	x Teacher Rating Form x Teacher Data Form
In-Service Education	x	x	x	x		x In-Service Education Content Form
Instruction	x	x	x	x		x Lab Supervisor Interview Guide x Student Questionnaire x Classroom Interaction Rating Form
Collaboration	x	x	x			x Co-Sponsor Questionnaire x Co-Sponsor Data Form
Goal Setting	x	x	x			x Goal Setting Process Form

Recruitment

Recruiting new students is as vital to an ABE program as food is to the human body. Some new students are recruited through no effort on the part of the program. These students decide to enroll generally because they have heard about the program from others. Most ABE programs, however, cannot rely on this "passive recruitment" alone. They must use active means to keep their student enrollment at desired levels.

The nature and extent of an active recruitment effort depend on such factors as current enrollment in relation to anticipated growth, characteristics of the target population, linkages with co-sponsoring organizations and referral

agencies, visibility and reputation of the program in the community, competition from other ABE-type programs, and availability of staff time and money.

The recruitment process consists of transmitting messages about the program through channels to a target audience of potential students. In an active recruitment effort, the ABE program decides on the type of message sent, the channels to be used, and the nature of the target audience. The way the target audience is defined greatly affects both the content of the message and the channels used to transmit it.

The success of recruitment activities can be measured in several ways. One way is to compare the number of persons who enroll with past enrollment figures or projected enrollment. Another is to compare the actual characteristics of those who enroll with the intended characteristics. A third measure of success is the percentage of recruited students who remain in the program.

Recruitment affects and is affected by other major program activities. Goal setting, which includes defining the target population, directly affects not only the target audience for recruitment activity, but also the type of message sent and the channels used. The characteristics of the recruited students, in turn, affect the nature of instruction and the competencies required of the professional staff.

Data for Evaluating the Recruitment Process

Each of the following items seeks information that accurately describes the part of your program related to recruitment. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparison.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

I 1. (**Adm. Gd., 1**) Kinds of staff (e.g., teachers, aides, counselors) that *should* be involved in recruiting activities:

I 2A. (**Adm. Gd., 2**) Hours per week that typical staff members *should* spend on recruitment:

C 2B. (**Dir. Ques., 1**) Hours per week that the average staff member *does* spend on recruitment:

Staff Category	Hours per Week
Teacher	_____
Aide (paraprofessional)	_____
Counselor	_____
Supervisor	_____
ABE Director	_____
Other (specify: _____)	_____

IC 3. (**Adm. Gd., 3; Dir. Ques., 2**) Percentage of ABE budget and administrative time that *should be* and *is* allocated for recruiting students:

	A. Should Be	B. Is
Budget	_____ %	_____ %
Administrative time	_____ %	_____ %

I 4. (**Adm. Gd., 4**) Methods that *should* be emphasized in the recruitment of students for your program:

I 5A. (**Adm. Gd., 5**) Recruitment methods mentioned above that *should* be used to reach particular target groups (e.g, young males, non-English speaking, least literate, Blacks):

C 5B. (Dir. Ques., 3) The one of two methods you currently rely on most for recruiting persons in various groups (put a check mark):

Groups	Recruitment Methods: Door-to-Door	Mass Media	Agency Referral	Co-sponsored Classes	Word of Mouth	Other: _____
Young adults						
Non-English speaking						
Blacks						
Males						
Unemployed						
Least literate						
Other _____						
Other _____						
Other _____						

R 6. (Adm. Gd., 6; Dir. Ques., 4) The main recruiting messages that you *intend* to convey and *actually* get through:

A. Intended

B. Actual

I 7. (Adm. Gd., 7) Characteristics of the target population you are *trying* to reach (age, sex, ethnic background, place of residence):

I 8A. (Adm. Gd., 8) Particular groups you *especially try* to reach (e.g., young males, older adults, Blacks, non-English speaking, least literate), and which ones are high priority:

C 8B. (Dir. Ques., 5) Actual success in reaching various groups, compared with expectations (include any additional groups you attempted to recruit):

Group	Recruitment Success: Little or No Success						Great Success
Young adults	1	2	3	4	5	6	7
Non-English speaking	1	2	3	4	5	6	7
Blacks	1	2	3	4	5	6	7
Unemployed	1	2	3	4	5	6	7
Males	1	2	3	4	5	6	7
Least Literate	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
General Target Population	1	2	3	4	5	6	7

I 9. (Adm. Gd., 9) *Desired* enrollment, given present resources: _____ students

C 10. (Dir. Ques., 6a) Is your *current* enrollment as high as budgetary resources will permit? _____ Yes
_____ No

C 11. (Dir. Ques., 6b) Difficulty in recruiting the kinds of students desired during the past year.

Little or No Difficulty				Great Difficulty		
1	2	3	4	5	6	7

C 12. (Prog. Stat. Form 1) Best estimate of the maximum number of *potential* ABE students in your city or service area: _____

C 13. (Prog. Stat. Form 2) Approximate total number of students who *currently* participate in your ABE program in a typical week: _____

C 14. (Prog. Stat. Form 3) Total annual enrollment for each of the past four years.

Year	Total Annual Enrollment
Last	_____
19___	_____
19___	_____
19___	_____

IC 15. (Adm. Gd., 10; Prog. Stat. Form 4) Percentage of students enrolled at the first week in the fall who are still active as of the sixth week of class:

A. Your goal _____ % B. Experience last fall _____ %

16. (Adm. Gd., 11) Suggestions for improving recruitment:

Summary of Student Data from the Student Data Form

Total number of students or total in sample _____

1. By approximate grade level:
   - a. Beginning (1–3) _____
   - b. Intermediate (4–6) _____
   - c. Advanced (7–8) _____
   - d. GED (H.S. equiv.) _____
2. By sex:
   - a. Male _____
   - b. Female _____
3. By age range:
   - a. 17 or less _____
   - b. 18–24 _____
   - c. 25–34 _____
   - d. 35–44 _____
   - e. 45–54 _____
   - f. 55–64 _____
   - g. 65 and over _____
4. By race:
   - a. White _____
   - b. Black _____
   - c. American Indian _____
   - d. Oriental _____
   - e. Other non-White _____
5. By ethnic Group:
   - a. Cubans _____
   - b. Mexican-American _____
   - c. Puerto Ricans _____
   - d. Other _____
6. Migrant _____
7. Welfare recipients (estimate) _____

Staffing

Staffing includes recruiting and hiring teachers and other personnel and assigning them in the ABE program. Staffing is obviously important because the competencies of teachers and other personnel bear directly on the effectiveness of the program.

A first step in the staffing process is to determine the criteria to be used in selecting teachers and other personnel. Certain criteria are determined by the ABE program, but others may be mandated by the state law, local school system policy, or union contracts. These criteria may be related to certification, training, professional experience, race or national origin, personality, or other factors.

Once selection criteria have been ascertained, the next step in the staffing process is recruitment. Major sources of ABE teachers include elementary and secondary school teachers, other professional school system employees, and persons outside the school system who may or may not have had training and experience in teaching. Counselors, supervisors, and other professional personnel tend to be recruited from similar pools. Paraprofessionals, both paid and volunteer, are recruited from a variety of sources, including collaborating organizations.

The process by which teachers and other personnel are recruited and selected varies in complexity and formality. In some cases, the director or a staff member encourages promising teachers of adults to apply for an opening. In other cases, openings are posted, formal application through the school system is required, and the selection process is more impersonal and mechanical.

After a teacher or other staff member has been hired, the final step in the staffing process occurs—the assignment of the new staff member to a particular position or to specific duties. In the case of teachers, personal characteristics such as age, ethnicity, and professional experience may be taken into account in making teaching assignments.

One measure of the success of staffing efforts is the degree of correspondence between intended and actual staff characteristics. More enduring measures include staff satisfaction and morale, turnover, teaching effectiveness, and, ultimately, student achievement and persistence.

The staffing process, of course, is closely tied to other major program activities. The goals that are set for the program, for example, are often major determinants of the selection criteria used in hiring staff. Co-sponsorship arrangements may also affect staff recruitment and selection. In-service education is influenced greatly by who is hired. Perhaps most important, the teachers who are hired have a major, if not decisive, influence on the nature and effectiveness of the instructional program.

Data for Evaluating the Staffing Process

Each of the following items seeks information that accurately describes the part of your program related to staffing. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparison.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

IC 1. (**Adm. Gd., 14; Dir. Ques., 13**) Percentage of ABE budget and administrative time that *should be* and *is* allocated for staffing:

	A. Should Be	B. Is
Budget	_____ %	_____ %
Administrative time	_____ %	_____ %

IC 2. (**Adm. Gd. 15; Dir. Ques., 12**) Person or persons who *should* have and *do* have the most to say in determining the criteria used in hiring teachers:

A. Should Have	B. Do Have

I 3. (**Adm. Gd., 12**) Criteria that *should* govern the selection of ABE teachers, aside from personality and criteria mandated by state or local regulations:

I 4. (Adm. Gd., 13) Criteria that *should* govern the selection of instructional aides:

C 5. (Dir. Ques., 14) Importance of various criteria in the actual recruitment and selection of staff:

Criteria	Little or No Importance				Great Importance		
a. Regular school staff	1	2	3	4	5	6	7
b. Experience teaching adults	1	2	3	4	5	6	7
c. Age	1	2	3	4	5	6	7
d. Elementary education experience	1	2	3	4	5	6	7
e. Ethnicity	1	2	3	4	5	6	7
f. Place of residence	1	2	3	4	5	6	7

C 6. (Dir. Ques., 15) Difficulty of competing with other employers in recruiting staff.

Very Difficult, Poor Competitive Position				Easy, We Have a Great Advantage		
1	2	3	4	5	6	7

I 7. (Adm. Gd., 16) *Should* any effort be made to recruit ABE teachers from outside the public school system?

_____Yes _____No

I 8. (Adm. Gd., 17) *If yes*, from what sources?

C 9. (Teach. Ques.,1) Occupation of teachers when first hired:

a._____ Employed by a public school system
b._____ Employed in business or industry
c._____ Employed as a housewife
d._____ Employed in some other capacity (specify:_____)
e._____ Unemployed

I 10A. (Adm. Gd., 18) Persons who *should* be actively involved in selecting and hiring teachers, and what their roles *should* be:

C 10B. (Dir. Ques., 16, 17) Persons who *are* actively involved in selecting and hiring teachers, and what their roles *are:*

Persons	Roles
a._____ ABE Director	
b._____ ABE Teachers	
c._____ School Personnel Office	
d._____ ABE Supervisors	
e._____ Other (specify: _____)	

I 11A. (Adm. Gd., 19) Factors that *should* be taken into account in assigning teachers to a particular class:

C 11B. (Dir. Ques., 18) Factors that *are* generally taken into account in assigning teachers to a particular class:

a. _____ Teacher's prior experience and/or training
b. _____ Ethnicity of teacher
c. _____ Sex of teacher
d. _____ Age of teacher
e. _____ None of the above
f. _____ Other (specify: _____)

I 12. (Adm. Gd., 20) *Desired* composition of instructional staff:

	Teachers			Aides		
	Minimum Percent	Maximum Percent	No. Pref.	Minimum Percent	Maximum Percent	No. Pref.
Age						
Under 35	____ %	____ %	____	____ %	____ %	____
35–49	____ %	____ %	____	____ %	____ %	____
50 or more	____ %	____ %	____	____ %	____ %	____
Sex						
Male	____ %	____ %	____	____ %	____ %	____
Female	____ %	____ %	____	____ %	____ %	____
Ethnicity						
Black	____ %	____ %	____	____ %	____ %	____
White	____ %	____ %	____	____ %	____ %	____
Hispano-American	____ %	____ %	____	____ %	____ %	____
Other (specify: _____)	____ %	____ %	____	____ %	____ %	____
Training						
Elementary Education (K-6)	____ %	____ %	____	____ %	____ %	____
Secondary Education (7-12)	____ %	____ %	____	____ %	____ %	____
Other Education Training, specify:						
a: _____	____ %	____ %	____	____ %	____ %	____
b: _____	____ %	____ %	____	____ %	____ %	____
No prior preparation in education	____ %	____ %	____	____ %	____ %	____

I 13. (Dir. Ques., 7) *Expected* overall performance of instructional staff:

	Percentage	
	Teachers	Aides
a. Excellent	____ %	____ %
b. Very Good	____ %	____ %
c. Good	____ %	____ %
d. Fair	____ %	____ %
e. Poor	____ %	____ %
Total =	100%	100%

I 14. (Dir. Ques., 8) Importance of teachers getting along well with other staff members:

	Not Important						Very Important	Not Applicable
a. Other Teachers	1	2	3	4	5	6	7	0
b. Aides	1	2	3	4	5	6	7	0
c. Counselors	1	2	3	4	5	6	7	0
d. Supervisors	1	2	3	4	5	6	7	0
e. ABE Director	1	2	3	4	5	6	7	0

C 15. (Teach. Ques., 2) General relationship currently existing between teachers and other staff members:

Staff Category	Unsatis-factory	Moderately Satisfactory	Very Satisfactory	Not Applicable
a. Other Teachers	1	2	3	0
b. Aides	1	2	3	0
c. Counselors	1	2	3	0
d. Supervisors	1	2	3	0
e. ABE Director	1	2	3	0

IC 16. (Dir. Ques., 9; Teach. Ques., 3) How satisfied your teachers are *expected to be* and *are:*

	A. Percentage expected to be	B. Percentage that are
a. Very satisfied	_____ %	_____ %
b. Moderately satisfied	_____ %	_____ %
c. Dissatisfied	_____ %	_____ %
Total =	100%	100%

IC 17. (Dir. Ques., 10; Teach. Ques., 4) How committed your teachers are *expected to be* and *actually are* to the goals of ABE:

	A. Percentage expected to be	B. Percentage that say they are
a. Highly committed	_____ %	_____ %
b. Moderately committed	_____ %	_____ %
c. Uncommitted	_____ %	_____ %
Total =	100%	100%

IC 18. (Dir. Ques., 11; Prog. Stat. Form, 7) *Expected* and *actual* turnover of teachers annually:

A. Expected	B. Actual	
_____	_____	Heavy (25% or more)
_____	_____	Moderate (10-24%)
_____	_____	Light (less than 10%)

19. (Adm. Gd., 21) Suggestions for improving the staffing process:

Summary of Teacher Data from the Teacher Data Form

A. Total number of teachers surveyed _____

B. Type of class taught:

1. ESL (English as second language) _____
2. Basic Education for Native Born _____
3. Both ESL and Basic Education _____
4. Learning Lab Only _____
5. Other _____

C. Professional background:

1. Elementary Education (K-6) _____
2. Secondary Education (7-12) _____
3. Other Education Specialty (specify: _____) _____
4. Other _____ _____

D. Ethnic background:

1. White _____
2. Black _____
3. Hispano-American _____
4. Other _____

E. Sex:

1. Male _____
2. Female _____

F. Age:

1. Under 35 _____
2. 35-49 _____
3. 50 or older _____

G. Employment status in the ABE program:

1. Part time (less than 20 hours per week) _____
2. Full-time (20 hours or more) _____

H. Years of ABE teaching experience:

1. 1 year or less _____
2. 2 years _____
3. 3 years _____
4. 4 years _____
5. 5 years _____
6. 6 or more years _____

Summary of Teacher Rating Data from the Teacher Rating Form

Overall Performance

1. Poor ____ 2. Fair ____ 3. Good ____ 4. Very Good ____ 5. Excellent ____

In-Service Education

Adult basic education is a borrower. It borrows many of its teachers, curricula, teaching methods, and instructional materials from preparatory programs designed for quite different people. That is why it is important that teachers and staff members receive special instruction while serving in an ABE program. Most programs do offer some sort of in-service education, whether it be a local workshop, a regional staff training program sponsored by the U.S. Office of Education, or a university course in adult education.

As used here, the term in-service education refers to organized efforts to help ABE staff members acquire, enhance, and update the professional skills, attitudes, and understandings needed to improve their performance. As conducted by local ABE units, in-service education ranges from meetings devoted largely to administrative and procedural matters to sessions on the analysis and improvement of instructional practice. Often local workshops are staffed by supervisors or experienced teachers and by visiting resource persons from a university or state education department.

Many variables affect the extent and type of in-service education. Money and staff time are certainly important. So are the fine print in the union contract, the previous training of teachers and staff, and the provision, if any, of extra pay for taking part in the in-service education program. Also important are the planners' perception of staff training needs, the receptivity of the ABE staff to in-service education, and the ways in which the planners use local and outside resource people.

Central processes involved in in-service education include selecting trainees and trainers; deciding on site and facilities needed; and choosing the form of training, such as conference, workshop, classroom observation, coaching, individual study, or university course. Program development—setting objectives, selecting and organizing subject matter, choosing methods and techniques, carrying out evaluation and follow-up, deciding who does what to whom—is at the heart of things. Planning, scheduling, and budgeting are important collateral processes.

Many possible benefits can spring from in-service education. Improved attitudes, concepts, and skills are frequent results. Teachers completing the training are often better able to organize instruction, respond to student needs, and select and adapt instructional methods and materials. They tend to acquire increased insight and more positive feelings toward students, colleagues, the ABE program, and themselves. Higher morale, greater receptivity to future staff-training programs, and increased ability to train others are also potential outcomes.

In-service education is intimately related to other ABE program activities. Clearly, the staffing process itself largely determines the types of competencies that need to be developed. To some degree, the objectives of in-service education programs are influenced by the general goals of the ABE program. The kinds of students recruited into the program also affect the types of skills that staff members need to develop. The nature of co-sponsorship links with other community organizations can affect staff-education priorities, too.

In-service education applies to all staff members of the ABE unit. Where not otherwise designated, the items that follow refer to all ABE staff members. Some items apply especially to teachers, to counselors, to aides who work directly with the instructional program, to administrators and supervisors, or to others. The major emphasis, however, is on in-service education of teachers.

Data for Evaluating the In-Service Education Process

Each of the following items seeks information that accurately describes the part of your program related to in-service education. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparison.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

IC 1. **(Dir. Ques., 21, 24)** Annual funds for in-service education:

A. Needed $ _____ B. Spent last year $ _____

IC 2. **(Adm. Gd., 22; Dir. Ques., 22, 23)** Percentage of operating budget and of administrative time that *should be* used and *was* used last school year for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators):

	A. Should Be Used	B. Used Last Year
Budget	_____%	_____%
Administrative time	_____%	_____%

I 3A. **(Adm. Gd., 23)** Percentage of staff that *should* attend an in-service workshop, university course, or regional conference during a year:

Staff Category	Percentage That Should Attend
a. Teachers and counselors	_____%
b. Aides	_____%
c. Supervisors and administrators	_____%
d. Others (specify: _____)	_____%

C 3B. **(Dir. Ques., 19)** Percentage of staff that participated in in-service education within the past year or within the past three years (if none, so indicate):

	Conducted by Your ABE Program		Conducted by Others	
Staff Category	Past Year	Past Three Years	Past Year	Past Three Years
a. Teachers and counselors	_____%	_____%	_____%	_____%
b. Aides	_____%	_____%	_____%	_____%
c. Supervisors and administrators	_____%	_____%	_____%	_____%
d. Others (specify: _____)	_____%	_____%	_____%	_____%

IC 4. **(Adm. Gd., 24; Dir. Ques., 20)** Criteria for selecting participants in an in-service education program (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position):

A. Criteria That Should Be Used	B. Criteria Used in Past Year

I 5A. **(Adm. Gd., 25)** Emphasis that *should be* given to various forms of in-service education:

	No Emphasis						Great Emphasis
a. Novice-master assignments	1	2	3	4	5	6	7
b. Participation in curriculum development	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7
d. Workshops and conferences conducted by your ABE program	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others (state or regional agencies or institutions)	1	2	3	4	5	6	7
f. Participation in university courses	1	2	3	4	5	6	7
g. Other (specify _____)	1	2	3	4	5	6	7

C 5B. **(Teach. Ques., 30)** Emphasis that *has been* given to various forms of in-service education in your own program, and the value of this experience to teachers:

	Emphasis in Your In-Service Education							Value for Teachers						
	No Emphasis						Great Emphasis	No Value						Great Value
a. Assignment to work in the classroom of a more experienced teacher or staff member	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Participation in curriculum development . . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Workshops and conferences conducted by local ABE program	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others outside your local ABE program . .	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Participation in university courses related to your work in ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

1C 6. **(Adm. Gd., 26; Dir. Ques., 38)** Categories of staff that *should* and *do* perform the main roles in planning and conducting in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation), and what their typical roles *should be* and *are:*

A. Staff That Should	B. Staff That Do
Intended Roles	Actual Roles

1 7. **(Adm. Gd., 27)** Number of days per year that staff members *should* devote to participation in in-service education (if none, so indicate):

	First Year	Subsequent Years
a. Teachers and counselors	_____days	_____days
b. Aides	_____days	_____days
c. Supervisors and administrators	_____days	_____days
d. Others (specify: _____)	_____days	_____days

1 8A. **(Adm. Gd., 28)** Incentives that *should be* used to encourage participation in an in-service education program (e.g., released teaching time, extra pay, required attendance):

C 8B. **(Dir. Ques., 37)** Incentives that *are* used to encourage participation in your in-service education program (check all that apply):

_____ Released time from regular duties

_____ Extra pay

_____ Condition of continued employment (attendance required)

_____ Other (specify: _____)

C 9. **(Dir. Ques., 25)** Are new staff members regularly assigned to work with experienced staff members who do the same kind of work?

_____ Yes _____ No

C 10. **(Dir. Ques., 26)** *If yes,* give the special conditions of employment that are involved during this initial period (e.g., duration of assignment, full or part pay, union requirement):

C 11. **(Dir. Ques., 27)** Value of such an assignment for enhancing staff performance:

Little Value						Great Value
1	2	3	4	5	6	7

C 12. **(Dir. Ques., 28)** Special problems, if any, related to this practice:

C 13. **(Dir. Ques., 29)** Is this form of in-service education much different for teachers than for other categories of ABE staff?

_____ Yes _____ No

C 14. **(Dir. Ques., 30)** *If yes,* describe the distinctive ways in which this form is used for *teachers*:

C 15. **(Dir. Ques., 31)** Do you consider staff participation in curriculum development a *planned* component of your in-service education effort?

_____ Yes _____ No

C 16. **(Dir. Ques., 32)** *If yes,* what special conditions pertain (e.g., released time, extra pay, required of all)?

C 17. **(Dir. Ques., 33)** Number of days per year, on the average, that each staff member devotes to this practice:

_____ Days

C 18. **(Dir. Ques., 34)** Special problems, if any, attendant on this practice:

C 19. **(Dir. Ques., 35)** Is this form of in-service education much different for teachers than for other categories of ABE staff?

_____ Yes _____ No

C 20. **(Dir. Ques., 36)** *If yes,* describe the distinctive ways in which this form is used for *teachers*:

C 21. **(Teach. Ques., 31)** Number of days in past year that teachers have participated in organized in-service education activities:

_____ Days

IC 22. (Teach. Ques. 32) Concerning pre-service and in-service training for aides and volunteers:

A1. *Should* they receive such training?

_____ Yes _____ No

B1. *Have* they received such training?

_____ Yes _____ No

A2. *If yes, should* teachers also attend these training sessions?

_____ Yes _____ No

B2. *If yes, did* teachers attend these training sessions?

_____ Yes _____ No

I 23. (Adm. Gd., 29) Administrators' *expectations* about the ways in which staff members (especially teachers ~~and aides)~~ will become more competent as a result of in-service education:

IC 24. (Adm. Gd., 30; Teach Ques., 33; Dir. Ques., 39) Extent to which each of the following *should be* and *is* a major outcome of in-service education:

	A. Should Be a Major Outcome							B. Is a Major outcome						
	Little or No Extent						Great Extent	Little or No Extent						Great Extent
a. Higher staff morale	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7	1	2	3	4	5	6	7

25. (Adm. Gd., 31) Suggestions for improving in-service education for your staff:

Summary of Data About the Content of In-Service Education from the In-Service Education Content Form

The form below can be used to summarize data collected from administrators, teachers, and aides by means of the In-Service Education Content Form. One way to do this is to circle each number on the filled-out forms, and under each circled number to write the total number of administrators, teachers, and aides who circled it. If desired, code letters could be used to indicate who did the circling. Thus, two administrators, three teachers, and four aides could be indicated by writing 2A, 3T, and 4a under the appropriate circled items.

Topics	Past Emphasis on In-Service Education							Current Priority for In-Service Need						
	None						Great	Low						High
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Differences in teaching adults and children	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Philosophy of adult education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Methods of instruction: selecting, adapting, and using.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Instructional materials and aides: selecting, adapting, and using	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	6	7	1	2	3	4	5	6	7
i. Discipline, class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5	6	7	1	2	3	4	5	6	7
j. Counseling students in academic or personal matters	1	2	3	4	5	6	7	1	2	3	4	5	6	7
k. Working with aides and volunteers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
l. Student recruitment and retention	1	2	3	4	5	6	7	1	2	3	4	5	6	7
m. Individualizing instruction	1	2	3	4	5	6	7	1	2	3	4	5	6	7
n. Improving human relations: teacher-student	1	2	3	4	5	6	7	1	2	3	4	5	6	7
o. Improving staff relationships within ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
p. Teaching "coping" skills: skills of urban living	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Instruction

Instruction is the central component in the ABE unit. It includes various activities directly associated with the teaching-learning process. The most familiar form of instruction occurs in a classroom setting in which an ABE teacher, sometimes with the assistance of an aide, works with a group of between eight and twenty-five adult students. Instruction may also take the form of individual tutoring, sometimes in a student's home, or the highly individualized activities of a learning laboratory. Some classes may be departmentalized, as when a teacher works with the adult students on math during one session, and a second teacher works on language arts during another.

The main influences on instruction are students, teachers, materials, facilities, and goals. These are the results of recruitment, staffing, and other components of the program. Consequently, the major evaluation items for these influences on instruction are located under other program components.

The instructional process consists basically of students engaging in learning activities, usually with the assistance of teachers and aides. Characteristics of the instructional process include subject-matter emphasis, methods of instruction, functioning of the learning lab, teacher activities, aide activities, the counseling function, and the evaluation process.

The main outcomes of instruction are student attainments, such as persistence in trying to learn, achievement, further education, and occupational development.

Data for Evaluating the Instruction Process

Each of the following items seeks information that accurately describes the part of your program related to instruction. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparsion.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

C 1. **(Prog. Stat. Form, 5)** Number of teachers employed: _____

C 2. **(Prog. Stat. Form, 6)** Number of:

Part-time teachers (less than 20 hours per week) _____

Full-time teachers (20 or more hours per week) _____

C 3. **(Prog. Stat. Form, 7)** Annual rate of teacher turnover:

a. _____ 25% or more b. _____ 10–24% c. _____ less than 10%

C 4. **(Prog. Stat. Form, 8)** Number of classes currently in operation: _____

C 5. **(Prog. Stat. Form, 9)** Number of classes that are:

ESL (Eng. as sec. lang.) . . . . . _____

Basic education (native born) . . . . . _____

Mixed. . . . . _____

GED (H.S. equiv.) . . . . . _____

Other (specify: _____) _____

C 6. **(Prog. Stat. Form, 10)** Number of classes held:

In public school facilities _____
In other locations _____

C 7. **(Prog. Stat. Form 11)** Number of classes held:

During the day (before 5 p.m.) _____
In the evening (after 5 p.m.) _____

C 8. **(Prog. Stat. Form 12)** Minimum enrollment required for a class to continue: _____

C 9. **(Prog. Stat. Form, 13)** Number of hours per week that classes usually meet: _____

C 10. **(Prog. Stat. Form 14)** Current operating budget: _____

IC 11. **(Teach. Ques., 5; Dir. Ques., 40)** Sources of classroom instructional materials:

	A. Percentage That Should Be	B. Percentage That Are
a. Commercially published	_____ %	_____ %
b. Prepared or adapted by teacher	_____ %	_____ %
c. Prepared or adapted locally	_____ %	_____ %

IC 12. **(Adm. Gd. 32; Dir. Ques., 47)** How ABE classroom facilities should be and are distributed between types of locations:

	A. Should Be	B. Are
a. Adult education center used for clustered classes day and evening	_____ %	_____ %
b. Scattered classes in school buildings, after school	_____ %	_____ %
c. Scattered outreach classes in facilities of co-sponsors	_____ %	_____ %
d. Other (specify): _____	_____ %	_____ %
Total =	100%	100%

IC 13. **(Teach. Ques., 6; Adm. Gd., 33; Dir. Ques., 48)** Who *should* have and *does* have responsibility for orienting new students:

Staff Member	A. Should Have Responsibility	B. Does Have Responsibility
a. Director	_____	_____
b. Teacher	_____	_____
c. Lab instructor	_____	_____
c. Counselor	_____	_____
e. Aide	_____	_____
f. Other (specify: _____)	_____	_____

IC 14. **(Teach. Ques., 7; Adm. Gd., 34; Dir. Ques., 49)** How an entering student's achievement level *should be* and and *is* assessed:

Assessment Method	A. Should Be Assessed By	B. Is Assessed By
a. Standardized test		
b. Locally developed test		
c. Interview		
d. Combination of above		
e. No assessment		
f. Other (specify: _____)		

IC 15. **(Teach. Ques., 8; Adm. Gd., 35; Dir. Ques., 50)** Who *should* and *does* make the initial assessment of student skill levels:

Staff Member	A. Should Make Assessment	B. Does Make Assessment
a. No one		
b. Counselor		
c. Director		
d. Teacher		
e. Aide		
f. Lab instructor		
g. Other (specify: _____)		

IC 16. **(Teach. Ques., 9; Adm. Gd., 36; Dir. Ques., 51)** When diagnostic placement tests *should be* and *are* administered:

	A. Should Be Administered	B. Are Administered
a. Never		
b. At the time of enrollment		
c. After enrollment, when student is ready		

IC 17. **(Teach. Ques., 10; Adm. Gd., 37; Dir. Ques., 52)** How student progress *should be* and *is* evaluated:

Evaluation Method	A. Should Be Evaluated	B. Is Evaluated
a. Classroom tests		
b. Standardized achievement tests		
c. Teacher summary evaluation		
d. Staff conference		
e. Combination of above		
f. Other (specify: _____)		

IC 18. **(Teach. Ques., 11; Adm. Gd., 38; Dir. Ques., 53)** Records of student progress in the ABE program that *should be* and *are* kept on file:

Student Records	A. Should Be Kept	B. Are Kept
a. Classroom test scores		
b. Standardized test scores		
c. Teacher evaluations		
d. Other (specify: _____)		

IC 19. **(Adm. Gd., 39; Dir. Ques., 54)** Uses to which student records (from regular classes, learning lab, other sources) *should be* and *are* put:

A. Should Be	B. Are	
_____	_____	a. Measure student progress in program
_____	_____	b. Place students in classes
_____	_____	c. Counsel students
_____	_____	d. Refer students to other programs, employers, etc.
_____	_____	e. Other (specify: _____)

IC 20. **(Adm. Gd., 40; Teach Ques. 12)** If standardized achievement tests are used *should* they *be* and *are* they administered at regular intervals?

A. Should Be	B. Are
_____Yes	_____Yes
_____No	_____No

IC 21. **(Adm. Gd., 41; Teach Ques., 12A; Prog. Stat. Form 15A)** *If yes,* at what intervals *should* they be and *are* they administered:

A. Should Be	B. Are	
_____	_____	a. 100 hours of instruction
_____	_____	b. 150 hours of instruction
_____	_____	c. 200 hours of instruction
_____	_____	d. Other (specify: _____)

C 22. **(Prog. Stat. Form, 15B; Teach Ques., 12B)**

Names of standardized tests used: _____

_____

_____

_____

(Note: If results of these tests have been analyzed for your use, attach copy.)

IC 23. **(Teach. Ques., 14; Dir. Ques., 41)** Emphasis that *should be* and *is* given to various ABE subjects:

ABE Subjects	A. Should Be Given: Little or No Emphasis						A. Should Be Given: Great Emphasis	B. Is Given: Little or No Emphasis						B. Is Given: Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

IC 24. **(Teach. Ques., 15)** Percentage of class time *intended* to be and *actually* devoted to each of these methods of instruction:

A. Intended Percentage of Class Time

Class	Type of Class (e.g., ESL)	Number of Students	Teach Class as a Whole		Teach Students in Groups		Teach Students Individually		
#1	_____	_____	_____%	+	_____%	+	_____%	=	100%
#2	_____	_____	_____%	+	_____%	+	_____%	=	100%
#3	_____	_____	_____%	+	_____%	+	_____%	=	100%
#4	_____	_____	_____%	+	_____%	+	_____%	=	100%

B. Actual Percentage of Class Time

Class	Type of Class (e.g., ESL)	Number of Students	Teach Class as a Whole		Teach Students in Groups		Teach Students Individually		
#1	_____	_____	_____%	+	_____%	+	_____%	=	100%
#2	_____	_____	_____%	+	_____%	+	_____%	=	100%
#3	_____	_____	_____%	+	_____%	+	_____%	=	100%
#4	_____	_____	_____%	+	_____%	+	_____%	=	100%

C 25. **(Teach. Ques. 16)** Do teachers adapt their methods of instruction to accommodate differences among students?

_____ Yes _____ No

(If yes, fill in B part of item 26; if no, leave B part of 26 blank)

IC 26. **(Teach. Ques., 16)** Emphasis that *should be* and *is* placed on methods of instruction to accommodate differences among students:

Methods of Instruction	A. Should Be Placed Little or No Emphasis						Great Emphasis	B. Is Placed Little or No Emphasis						Great Emphasis
a. Personally tutor individual students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Send student to learning lab	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Use programmed material	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

IC 27. **(Teach. Ques., 17; Dir. Ques., 42)** Extent to which students *should* and *do* participate in various ways in their instruction:

Type of Participation	A. Should Participate Little or No Extent						Great Extent	B. Do Participate Little or No Extent						Great Extent
a. Student recites	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Pairs or small groups of students practice skills together	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Small groups engage in problem solving	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Whole class participates in discussion	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Small groups engage in discussion	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Students ask questions	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Real or simulated learning situations (e.g., case studies, role playing)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Planning or evaluating this educational program	1	2	3	4	5	6	7	1	2	3	4	5	6	7

C 28. **(Teach. Ques., 18)** Are there aides or volunteers who work with teachers in their classrooms?

_____ Yes _____ No

(If no, skip to item 32)

IC 29. **(Teach. Ques., 19; Dir. Ques., 43)** Percentage of time of teacher's aide or volunteer that *should be* and *is* spent performing the following duties:

Duties	A. Should Be	B. Is
a. Clerical	_____%	_____%
b. Housekeeping	_____%	_____%
c. Child care	_____%	_____%
d. Instructional	_____%	_____%
e. Other (specify: _____)	_____%	_____%

IC 30. **(Teach. Ques., 20; Dir. Ques., 44)** Percentage of the aide's or volunteer's instructional time that *should be* and *is* spent working in the following ways with students (*if* the aide or volunteer performs in an instructional role):

	A. Should Be	B. Is
a. Individual tutoring	_____%	_____%
b. Working with small groups	_____%	_____%
c. Teaching class as a whole	_____%	_____%
d. Other specify: _____)	_____%	_____%
Total =	100%	100%

IC 31. **(Teach. Ques., 21)** How important the teacher's aide or volunteer *should be* and *is* to the educational effectiveness of the classroom (*if* the aide or volunteer performs in an instructional role):

A. Should Be							B. Is						
Not Important						Very Important	Not Important						Very Important
1	2	3	4	5	6	7	1	2	3	4	5	6	7

IC 32. **(Teach. Ques., 22; Dir. Ques., 45)** How important to the teacher's role as teacher it *should* be and *is* to help students with personal and vocational problems:

A. Should Be							B. Is						
Not Important						Very Important	Not Important						Very Important
1	2	3	4	5	6	7	1	2	3	4	5	6	7

IC 33. **(Teach. Ques., 23)** Number of students the teacher *should* talk with privately in a typical month and *did* talk with privately last month about their personal and vocational problems:

	Number of Students
A. Should talk with	_____
B. Did talk with	_____

C 34. **(Dir. Ques., 55)** Is any part of the instruction provided in your program individualized—that is, individually prescribed and placed?

_____ Yes _____ No

C 35. **(Teach. Ques., 24; Dir. Ques., 56)** *If yes,* is such instruction provided in a more or less self-contained learning lab (a separate instructional facility using programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace)?

_____ Yes _____ No

C 36. **(Dir. Ques., 57)** If you have a learning lab, name of supervisor:

IC 37. **(Teach. Ques., 24; Adm. Gd., 42; Lab. Sup. Gd., 1)** Part a learning lab *should* and *does* play in your instructional program:

	A. Should	B. Does
a. Used for remedial work for students referred by teacher	_____	_____
b. A regular part of the students' total program	_____	_____
c. Available to students who want it	_____	_____
d. None	_____	_____
e. Other (specify: _____)	_____	_____

IC 38. **(Teach. Ques., 25; Adm. Gd., 43; Lab. Sup. Gd., 2)** How the student's work in the lab *should be* and *is* coordinated with classroom instruction:

	A. Should Be	B. Is
a. Student's lab work prescribed by teacher	_____	_____
b. Student's lab work prescribed by counselor	_____	_____
c. Student's lab work prescribed by lab instructor	_____	_____
d. Conference between teacher, lab instructor, and/or counselor	_____	_____
e. Not coordinated in any specific way	_____	_____

IC 39. **(Adm. Gd., 44; Lab. Sup. Gd., 3)** Categories of staff that *should be* and *are* associated with the learning lab, and what their duties *should be* and *are:*

Staff	A. Should Be	Duties

Staff	B. Are	Duties

IC 40. **(Adm. Gd., 45; Lab. Sup. Gd., 4)** How frequently the student in the learning lab *should* and *does* have contact with each category of staff member:

A. Should _____ B. Does _____

IC 41. **(Adm. Gd., 46; Lab. Sup. Gd., 5)** How these contacts *should be* and *are* initiated (e.g., staff circulating in the lab, staff stationed at desks available to students when students want help):

A. Should Be Initiated	B. Are Initiated

IC 42. **(Adm. Gd., 47; Lab. Sup. Gd., 6)** Sorts of help the staff *should* and *does* give students in the learning lab:

A. Should Give	B. Does Give

IC 43. **(Adm. Gd., 48; Lab. Sup. Gd., 7)** How student progress in the learning lab *should be* and *is* recorded; kind of information that *should be* and *is* kept; who *should* and *does* keep it; and to whom it *should be* and *is* available:

A.	B.
Should Be Recorded	Is Recorded
Should Be Kept	Is Kept
Who Should Keep	Who Does Keep
To Whom Should Be Available	To Whom Is Available

C 44. **(Class. Int. Form, 1)** Extent to which teachers plan class learning activities in advance:

Seem Not To Plan at All		Seem to Plan Major Objectives But Not Details			Seem to Lay Out Every Step In Advance	
1	2	3	4	5	6	7

C 45. **(Class. Int. Form, 2)** Rating of classrooms from controlled and regulated (students participate only when clearly expected or required to) to open and free (students talk spontaneously to teacher and among selves):

Controlled						Open
1	2	3	4	5	6	7

C 46. **(Class. Int. Form, 3)** How attentive teachers seem to be to the needs of students for help in their learning activities:

Completely Inattentive						Very Attentive
1	2	3	4	5	6	7

C 47. **(Class. Int. Form, 4)** Effort that teachers make to accommodate the interests and feelings of students:

No Effort						Continual Effort
1	2	3	4	5	6	7

C 48. **(Class. Int. Form, 5)** Extent to which teachers evoke participation in learning activities intended for the class as a whole:

Seem Unable to Evoke Participation						Evoke Enthusiastic Participation
1	2	3	4	5	6	7

C 49. **(Class. Int. Form, 6)** Extent to which students remain attentive to classroom activities and work steadily:

Consistently Attentive, Work Steadily						Attention Wanders, Little Time Spent Working
1	2	3	4	5	6	7

C 50. **(Class. Int. Form, 7)** To what extent teachers treat students as adults rather than as children or adolescents:

As Children or Adolescents						As Adults
1	2	3	4	5	6	7

C 51. **(Class, Int. Form, 8)** How formally or informally teachers conduct classes:

Quite Informally						Very Formally
1	2	3	4	5	6	7

C 52. **(Class. Int. Form, 9)** How frequently teachers make encouraging remarks to students or act in some other positively reinforcing way to them:

Never Give Positive Reinforcement						At Every Chance Give Positive Reinforcement
1	2	3	4	5	6	7

C 53. **(Class. Int. Form, 10)** Extent to which teachers are sensitive to the student's fear of failure when evaluating his performance:

No Regard For Student's Feelings				Greatly Sensitive to Student's Feelings		
1	2	3	4	5	6	7

C 54. **(Class. Int. Form, 11)** Extent to which the physical setting of the class is distracting (lighting, dirt, outside noise, etc.):

Few or No Distractions		Typical Classroom Distractions			A Great Many Distractions	
1	2	3	4	5	6	7

C 55. **(Class. Int. Form, 12)** Extent to which teachers and students understand each other:

Almost Always Seem to Be Talking Past Each Other				Deep and Complete Understanding of What Each Is Saying		
1	2	3	4	5	6	7

C 56. **(Stu. Ques., 4)** Do students feel they are treated like adults?

_____ Yes _____ No

C 57. **(Stu. Ques., 5)** Do students feel the classes are relaxed and friendly?

_____ Yes _____ No

C 58. **(Stu. Ques. 6)** How students judge difficulty of learning in these classes:

_____ Very Hard. Having a lot of trouble.

_____ Sometimes hard, but not too much trouble.

_____ Not hard. No trouble.

IC 59. **(Teach. Ques., 26; Dir. Ques. 46)** Goals of the program ranked (1, 2, etc.) according to their importance to the teachers and the director, and according to the degree of emphasis actually placed on them:

ABE Goals	A. Rank of Importance	B. Rank of Actual Emphasis
a. Increased self-confidence of students	_____	_____
b. Completion of 8th grade equivalency	_____	_____
c. Increased competency in language skills ...	_____	_____
d. Preparation for high school equivalency exam	_____	_____
e. Increased ability to cope with adult-life roles and problems	_____	_____
f. Prepare students to meet special short-term goals (e.g., complete job application)	_____	_____
g. Other (specify: _____)	_____	_____

C 60. **(Stu. Ques., 1)** The *one most important* reason students give for coming to adult education classes:

_____ To be able to help my children with their schoolwork

_____ To get a job or a better job

_____ To learn the English language

_____ To get a high school equivalency diploma

_____ To improve myself by learning more

_____ Other--not listed above

C 61. **(Stu. Ques., 2)** If the answer to the last question was "Other," what was the reason?

C 62. **(Stu. Ques., 3)** How much the classes are helping the student in regard to his most important reason for attending them:

_____ Not helping at all

_____ Helping some, but not enough

_____ Helping a lot

IC 63. **(Adm. Gd., 49; Teach. Ques., 13, 27; Dir. Ques., 58)** *Expected* and *actual* gain in grade level for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction:

	A. Expected	B. Actual
a. Beginning	_____	_____
b. Intermediate	_____	_____
c. Advanced	_____	_____

C 64. **(Teach. Ques., 28)** Approximate percentage of enrolled students who are absent at any one class meeting:

_____ less than 10% _____ 10–24% _____ 25–49% _____ 50% or more

C 65. **(Dir. Ques., 59)** How satisfied are you with the extent to which your instructional program enables students to:

	Not Satisfied						Very Satisfied
Get a job	1	2	3	4	5	6	7
Go into a job-training program	1	2	3	4	5	6	7
Go on to further education	1	2	3	4	5	6	7
Achieve personal goals	1	2	3	4	5	6	7
Achieve educationally	1	2	3	4	5	6	7

66. **(Adm. Gd., 50; Teach. Ques., 29; Stu. Ques., 7)** Suggestions for improving instruction:

Administrators' Suggestions

Teachers' Suggestions

Students' Suggestions

Collaboration

The two most common examples of collaboration between an ABE program and other community organizations are the co-sponsorship of classes and the referral of students. Referral is a two-way street. Community organizations that do not have basic education programs of their own refer clients who need basic education to the ABE program. Conversely, ABE programs often refer students who need such services as child care, transportation, and job placement to community agencies that are better equipped to perform these services.

If an ABE program is to collaborate with other community organizations, it must allocate time and money for that purpose. It must also develop ways of establishing and maintaining contact with those organizations. The director may assume primary responsibility for this or may delegate it to liaison staff. Some directors prefer to rely on contacts made with other organizations at meetings and conferences. Other directors supplement such contacts with the use of mass media, community liaison personnel, and other methods.

There are several advantages of collaboration. It may enable ABE programs to diversify the locations of their classes at minimal cost and to increase the number of students they serve. It may also enhance program prestige, increase the visibility of the program to the community, and establish a more secure institutional position for the program in the community.

Recruitment is the major program activity most closely related to collaboration. Referral agencies are often a source of students. Co-sponsors help boost recruitment, too. They not only attract students, but also provide facilities for outreach classes. The co-sponsoring of classes affects other program activities as well as recruitment, namely instruction and sometimes even staffing. Goal-setting is related to collaboration in several ways. The goals that are set provide criteria for establishing and modifying collaborative arrangements. Also, the working relationships between agencies can influence goal-setting.

Data for Evaluating the Collaboration Process

Each of the following items seeks information that accurately describes the part of your program related to collaboration. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparsion.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

IC 1. **(Adm. Gd., 51; Dir. Ques., 60)** Proportion of your ABE budget and of your administrative time that *should be* and *is* allocated for collaboration:

	A. Should Be	B. Is
a. Budget	_____%	_____%
b. Administrative time	_____%	_____%

I 2. **(Adm. Gd., 52)** Types of organizations *preferred* as co-sponsored and sources of referral and support:

I 3. **(Adm. Gd., 53)** Types of working relationships *desired* with collaborative organizations:

C 4. **(Dir. Ques., 61)** During the past year, have you employed staff members whose primary responsibility is to act as a liaison between the ABE program and the community?

_____ Yes _____ No

If yes, how many (full-time equivalent)? _____

C 5. **(Dir. Ques., 62)** *If yes to #4*, importance of these liaison functions for your program:

Liasion Functions	Rank in Order of Importance
a. Recruiting students	_____
b. Following up dropouts	_____
c. Providing feedback on the success of the ABE program in the community	_____
d. Establishing co-sponsorship	_____
e. Other (specify: _____)	_____

C 6. **(Dir. Ques., 63)** Have you and your staff experienced any major conflicts or problems in working with other organizations that co-sponsor classes, refer students, or sponsor their own basic education classes?

_____ Yes _____ No

C 7. **(Dir. Ques., 64)** *If yes,* describe the major problems in working relationships and why they seem to occur:

C 8. **(Dir. Ques., 65)** Extent to which your program experienced difficulty during the past year in establishing contact with potential co-sponsors and with agencies that refer students:

Little or No Extent						Great Extent
1	2	3	4	5	6	7

C 9. **(Dir. Ques., 66)** Reasons for terminating co-sponsored classes:

Reason for Termination	Rank in Order of Frequency
a. Enrollment declines below the minimum needed to continue class	_____
b. The educational needs of the co-sponsor are met and classes are no longer needed	_____
c. A teacher cannot be found to instruct the class	_____
d. The co-sponsor makes demands on the program that are too costly to meet	_____
e. Other (specify: _____)	_____

10. **(Adm. Gd., 54; Dir. Ques. 67)** Importance of benefits that your ABE program is *trying to attain* and *actually receives* as a result of co-sponsorship of classes and collaboration with agencies that refer students:

Benefits of collaboration	Rank in Order of Importance: A. Trying to Attain	Rank in Order of Importance: B. Actually Receives
a. Recruitment of students through co-sponsored classes		
b. Provisions of support services (e.g., child care, counseling, transportation) by collaborating organization		
c. Extension of *ABE* to hard-to-reach segments of the target population through co-sponsored classes		
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies		
e. Obtaining additional operating funds through co-sponsorship arrangements		
f. Provision of feedback about program through interaction with collaborating organizations		
g. Increased community support for *ABE* through collaboration with other organizations		

I 11. **(Adm. Gd., 55)** Benefits other than those listed above that your program is expected to attain from collaboration (list briefly):

IC 12. **(Adm. Gd., 56; Dir. Ques., 68)** Disadvantages of collaboration that seem *most important to avoid* and that *actually were greatest:*

Disadvantages of Collaboration	Rank in Order of Importance: A. Most Important To Avoid	Rank in Order of Importance: B. Actually Were Greatest
a. Loss of program flexibility as a result of collaboration		
b. Decrease in administrative autonomy as a result of collaboration		
c. Collaboration results in serving students not representative of the target population program is trying to reach		
d. Increase in unit cost (instructional hour) as a result of collaboration		
e. More of your time than is desirable spent on arranging for and administering collaborative efforts		

I 13. **(Adm. Gd., 57)** Other disadvantages that you try to avoid related to co-sponsorship or collaboration with agencies that refer students (list briefly):

14. **(Adm. Gd., 58)** Suggestions for improving collaboration with organizations that co-sponsor classes and refer students:

Information from the Co-Sponsor Data Form

The following information is to be obtained for each organization with which your program co-sponsors ABE classes. For programs with many co-sponsorship arrangements, a representative sample of such organizations will do.

1. Name of co-sponsoring organization: _____

2. Type of organization (e.g., church, hospital, prison) _____

3. Number of ABE classes currently co-sponsored with this organization _____

4. Number of months that classes have been co-sponsored with this organization _____

5. Number of students currently enrolled in classes so co-sponsored _____

6. Types of classes co-sponsored with this organization:

English as a Second Language _____
Basic Education—native born (levels 0-8) _____
GED (levels 9-12) _____

7. Compared to typical ABE classes that are *not* co-sponsored, the class or classes co-sponsored with this organization:

a. Required more or less of the director's administrative time to establish	Less Time						More Time
	1	2	3	4	5	6	7
b. Require more or less of the director's attention on a day-to-day basis	Less Attention						More Attention
	1	2	3	4	5	6	7
c. Cost more or less in terms of cost-per-student	Cost Less						Cost More
	1	2	3	4	5	6	7
d. Have a more or less favorable retention rate	Less Favorable						More Favorable
	1	2	3	4	5	6	7
e. Are more or less representative of target population program is trying to reach	Less Representative						More Representative
	1	2	3	4	5	6	7
f. Enhance or detract from the program's visibility in the community	Detract from Visibility						Enhance Visibility
	1	2	3	4	5	6	7
g. Are easier or more difficult to staff	More Difficult to Staff						Less Difficult to Staff
	1	2	3	4	5	6	7
h. Promote or detract from community support for ABE	Detract from Support						Promote Support
	1	2	3	4	5	6	7

8. Extent to which it has been necessary to modify instruction in classes co-sponsored with this organization in order to meet special needs:

Little or No Extent						Great Extent
1	2	3	4	5	6	7

9. Does this co-sponsor provide services that support classroom instruction such as child care, transportation of students, counseling, or special incentives for students to attend classes?

_____ Yes _____ No

10. *If yes*, briefly list services or incentives:

11. Importance to co-sponsor organization of the services provided by the ABE program:

Little or No Importance						Great Importance
1	2	3	4	5	6	7

Information from the Co-Sponsor Questionnaire

1. Name of organization: _____

2. Organization's business, purpose, or function: _____

3. Position in the organization of person supplying data:

4. Extent to which he was personally involved in establishing ABE classes in his organization:

Was Not Involved						Was Greatly Involved
1	2	3	4	5	6	7

5. Extent to which the organization is involved in the day-to-day operation of ABE classes:

Is Not Involved						Is Greatly Involved
1	2	3	4	5	6	7

6. How the organization determined that it needed ABE classes:

_____ An investigation of employee or membership records indicated a large number of undereducated adults.

_____ The organization's employees, membership, or clients requested ABE classes.

_____ The organization felt a need to upgrade employee skills.

_____ The organization contains a significant number of non-English speaking adults. ABE was needed to facilitate communication.

_____ The organization had not considered ABE, but the ABE director or his representative convinced them that it was a good idea.

_____ Other (specify)

7. How the organization first learned of the ABE program:

8. If an employer, does the organization offer its employees released time from work with pay to attend ABE classes?

_____ Yes _____ No _____ Not an employer

9. Success of ABE classes in accomplishing the following for the organization:

	Unimportant for the Organization	ABE Classes Have Had No Success				ABE Classes Have Been a Great Success		
Upgrading employee, member, or client skills	_____	1	2	3	4	5	6	7
Increasing employee, client, or membership proficiency in speaking English	_____	1	2	3	4	5	6	7
Increasing morale and building an esprit de corps among members, clients, or employees	_____	1	2	3	4	5	6	7
Giving members, clients, or employees the opportunity to rise within the organization	_____	1	2	3	4	5	6	7

10. Ways in which the ABE program most benefited the organization:

11. Have there been any significant drawbacks to co-sponsoring classes with the ABE program?

_____ Yes _____ No

12. If yes, list:

13. When problems arise concerning ABE classes, the co-sponsor usually contacts:

_____ The ABE Director _____ The Teacher

_____ Other (specify: _____)

14. Co-sponsor's rating of the effectiveness of the ABE teacher:

Ineffective						Very Effective		
1	2	3	4	5	6	7	_____	Unable to rate teacher's effectiveness

15. In general, how satisfied with the ABE classes are the adults from the organization who participate in them?

Unsatisfied						Very Satisfied		
1	2	3	4	5	6	7	_____	No adequate knowledge of their satisfaction

16. Why the organization chose the ABE program to provide basic education classes for its members, employees, or clients:

_____ Belief that the ABE program is the best available program providing basic education in the community.

_____ The ABE program provides its service free of charge.

_____ The ABE-program was the only basic education program the organization knew about.

_____ The members, clients, or employees wanted it.

_____ Other (specify: _____)

17. Additional comments:

Goal-Setting

To understand the goals of an ABE unit, you must examine not only the stated goals but also the implicit goals. These are the goals reflected in the priorities set and policy decisions made on recruitment, staffing, and other facets of the program.

A general goal of ABE units is to help undereducated adults to increase their ability to handle further education and perform their adult roles in work, family, and community. More specific program goals relate to characteristics of participants, staff, and instruction. In the evaluation of an ABE program, emphasis should be placed on these more specific goals and priorities. The very specific goals and objectives of individual students and teachers are dealt with in the sections on recruitment and instruction and are not included in this section on goals.

Goal Setting is influenced by many local factors largely beyond the control of ABE staff members. These factors include the provisions of the state ABE plan that is submitted to the U.S. Office of Education; the characteristics of the total population of the service area; assumptions about the expectations of potential participants; and the relationships between the ABE program and the remainder of the school system as reflected in policy guidelines and funding arrangements. Goal setting is also affected by such imponderables as the characteristics of the people who set the goals.

An important outcome of the goal-setting process is the preparation or revision of a written statement of program objectives. Decisions must also be made about the target population, the recruitment strategy, criteria for staff selection, specifications for staff development, and emphasis on various instructional areas. Program goals may be reflected in the types of efforts used to obtain community support, in the degree of decentralization of ABE class locations, and in the extent of collaboration with community groups. Thus goal setting is intimately connected with other components of the program. It affects them and is affected by them.

Data for Evaluating the Goal-Setting Process

Each of the following items seeks information that accurately describes the part of your program related to goal-setting. The letters in the left margin indicate whether an item is seeking information on (I) intended practice, (C) current practice, or (IC) both. If there is no letter, the item is general. Parallel items of intended and current practice are listed as A and B of the same number for easy comparison.

All items are cross-referenced to corresponding items in the evaluation instruments. The cross-reference is in parentheses following the item number. It gives the name of the instrument (abbreviated) and the number of the corresponding item in that instrument. The page numbers of the instruments are listed on the Contents page.

IC 1. **(Adm. Gd., 59; Dir. Ques., 69)** Persons or groups who *should* have and currently *do* have the most influence on setting program goals and priorities:

A. Should Have **B. Do Have**

IC 2. **(Adm. Gd., 60; Dir. Ques., 70)** Role each person or group typically *should* and *does* play in the goal-setting process:

A. Should Play **B. Does Play**

IC 3. **(Adm. Gd., 61; Dir. Ques., 73)** How the working relationship between the ABE unit and collaborative organizations *should* and *does* influence the goal-setting process:

A. Should Influence **B. Does Influence**

IC 4. **(Adm. Gd., 62; Dir. Ques., 71)** Extent to which each factor listed below *should* and *does* influence the goals and priorities of your local ABE program:

Factors	A. Influence Should Have Little or None						Great	B. Influence Does Have Little or None						Great
State ABE plan	1	2	3	4	5	6	7	1	2	3	4	5	6	7
General population characteristics	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Other ABE programs in the community	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Expectations of the students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Relations with school systems	1	2	3	4	5	6	7	1	2	3	4	5	6	7
GED exam	1	2	3	4	5	6	7	1	2	3	4	5	6	7
Expectations of the community	1	2	3	4	5	6	7	1	2	3	4	5	6	7

C 5. **(Dir. Ques., 72)** Specific ways in which the state plan has *actually* influenced goals and priorities:

IC 6. **(Adm. Gd., 63; Dir. Ques. 74)** What your ABE unit *should* and *does* have by way of a written statement of goals:

A. Should Have **B. Does Have**

C 7. **(Dir. Ques. 75)** Policy decisions related to program goals and priorities that have actually been made or modified during the past year or so your local ABE program (check all that apply):

_____ Definition of target population

_____ Selection of student recruitment strategy

_____ Formulation of criteria for staff selection

_____ Determination of relative emphasis on various instructional areas

_____ Determination of strategies for obtaining community support

_____ Decision on degree of centralization vs. decentralization of class locations

_____ Policy related to collaboration with community groups and organizations

_____ Other (specify: _____)

For each policy decision checked, include the following information from the Goal-Setting Process Form:

(1) Subject of policy decision (target popuiation, recruitment, etc.)

(2) How this issue was resolved:

(3) Director's role:

(4) Others involved (individuals and groups):

(5) Their role:

(6) Major influences on the resolution of the issue:

(7) Efforts made to encourage support for the outcome:

8. (Adm. Gd., 64) Suggestions for improving the process of setting goals and priorities in your ABE program:

Part IV

EVALUATION INSTRUMENTS

This part of the guide provides the instruments needed to collect evaluation data. Three types of instruments are included: interview guides, questionnaires, and forms.

Evaluation items are grouped together in each instrument according to the source of the data. Thus, the items to which teachers will respond in writing are in the Teacher Questionnaire, and the items to which the learning lab supervisor will respond orally are in the Lab Supervisor Interview Guide. In general, the items about intended practice are contained in the Guides, and the items about current practice are contained in the Questionnaires and Forms.

These same items, in slightly different form, are grouped in Part III according to their relation to the six selected program components. Each item in the instruments is cross-referenced so that the corresponding item in the component sections can be easily located. A few of the forms are exceptions; cross-references are not needed since all of the information in the form is repeated in one component, which is identified in the form. Thus, all of the items in the Co-Sponsor Data Form are repeated with the same numbering in the component on Collaboration.

There is one copy of each instrument. Additional copies can be made as necessary. The approximate number of copies of each instrument required to evaluate a typical program with 500 students is as follows:

Instrument	Copies
Preliminary Survey Guide	100
Administrative Staff Interview Guide	6
Lab Supervisor Interview Guide	2
Director Questionnaire	2
Teacher Questionnaire	40
Student Questionnaire	500
Co-Sponsor Questionnaire	5
Program Statistics Form	4
Student Data Form	4
Teacher Data Form	40
Teacher Rating Form	40
In-Service Education Content Form	40
Classroom Interaction Rating Form	40
Co-Sponsor Data Form	5
Goal Setting Process Form	8

Interview Guides

The three interview guides that follow suggest questions that interviewers can ask of respondents. Each guide is organized to collect data from a specified category of respondents. For instance, the Preliminary Survey Guide is to be used with a few key staff members such as the director, supervisor, and several teachers. The Administrative Staff Interview Guide is to be used to interview all or a representative sample of ABE administrators. The Lab Supervisor Interview Guide is for the lab supervisor.

If a guide is not entirely satisfactory for a specific ABE program, items should be added, deleted, or modified as desired. When modifying instruments, it is important to preserve the parallelism between the interview guide items on intended practice and the questionnaire and form items on current practice, so that comparisons can be made between intent and actuality at the data analysis and interpretation stage.

Preliminary Survey Guide

Recruitment: Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

1. **(Rec., 1)** What kinds of staff (e.g., teachers, aides, counselors) *should* be involved in recruitment activities?

2. **(Rec., 3A)** What proportion of your ABE budget and of your administrative time *should* be allocated for recruitment of students?

   a. Budget _____%
   b. Administrative time _____%

3. **(Rec., 4)** There are many methods that can be used to recruit students (e.g., mass media advertising, door-to-door canvassing, referral from other agencies, word of mouth). What method *should* be emphasized in the recruitment of students for your programs?

4. **(Rec., 7)** What are the characteristics of the target population you are *trying* to reach (age, sex, ethnic background, place of residence)?

5. **(Rec., 9)** *Given your present resources,* what would you *like* your total current enrollment to be (active students at any one time)?

   _____ students

Recruitment: Current Practice

Each item in this section seeks information that accurately describes your *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

6. **(Rec., 3B)** Approximately what proportion of your ABE budget and of your administrative time is *currently* allocated for recruitment of students?

a. Budget _____%
b. Administrative time _____%

7. **(Rec. 5B)** Listed at the left of the matrix below are several groups that are often the focus of ABE recruitment efforts. Listed at the top of the matrix are a number of recruitment methods. For each group listed, indicate by a check mark in the appropriate space(s) in the row to the right, the *one or two* methods you *currently* rely on *most* for recruiting persons in that group

	RECRUITMENT METHODS					
Groups	Door-to Door	Mass Media	Agency Referral	Co-sponsored Classes	Word of Mouth	Other: _____
Young adults						
Non-English Speaking						
Blacks						
Males						
Unemployed						
Least Literate						
Other_____						
Other_____						
Other_____						

8. **(Rec., 10)** Is your *current* enrollment as high as budgetary resources will permit?

_____ Yes _____ No

9. **(Rec., 11)** During the past year, to what extent has your program experienced difficulty in recruiting the kinds of students you want to reach?

Little or No Extent						Great Extent
1	2	3	4	5	6	7

10. **(Rec., 12)** What is your best estimate of the maximum number of *potential* ABE students in your city or service area? _____

11. **(Rec., 13)** What is the approximate total number of students who *currently* participate in your ABE program in a typical week? _____

12. **(Rec., 14)** What was your total annual enrollment for each of the past four years?

Year	Total Annual Enrollment
Last year	_____
19__	_____
19__	_____
19__	_____

13. **(Rec., 15B)** By the *sixth* week of class, beginning last fall, what proportion of the students who were enrolled at the first week had dropped out of the program? _____%

14. **(Rec., 16)** What suggestions do you have about ways to improve the recruitment process in your ABE program?

15. **(Rec.–Stu. Data)**, If data for the Annual Program Report required by the Adult Education Act of 1966 are tabulated and current, secure a copy of the report; otherwise, obtain the following data from student records, or, in a large program, from a random sample of student records.

Total number of students or total in sample _____

1. By approximate grade level:
   a. Beginning (1-3) _____
   b. Intermediate (4-6) _____
   c. Advanced (7-8) _____
   d. GED (H.S. Equiv.) _____

2. By sex:
   a. Male _____
   b. Female _____

3. By age range:
   a. 17 or less _____
   b. 18-24 _____
   c. 25-34 _____
   d. 35-44 _____
   e. 45-54 _____
   f. 55-64 _____
   g. 65 and over _____

4. By race:
   a. White _____
   b. Black _____
   c. American Indian _____
   d. Oriental _____
   e. Other non-white _____

5. By ethnic group:
   a. Cubans _____
   b. Mexican-Americans _____
   c. Puerto Ricans _____
   d. Other _____

6. Migrant _____

7. Welfare recipients (estimate) _____

Staffing: Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used ithe items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

16. **(Staff., 3)** Aside from personality and criteria mandated by state or local regulations, what criteria *should* govern the selection of ABE *teachers* (e.g., experience teaching adults, elementary education experience, age, ethnicity, pre-service education)?

17. **(Staff., 1A)** What proportion of your ABE budget and of your administrative time *should* be allocated for staffing (e.g., setting selection criteria, identifying sources of staff, recruiting staff, selecting and hiring staff, and assignment of new staff)?

a. Budget _____%
b. Administrative time _____%

18. **(Staff., 2A)** Who *should* have the most to say in determining the criteria used in hiring teachers?

19. **(Staff., 13)** In overall performance, some teachers and aides are clearly superior to others. Realistically speaking, about what proportion of your instructional staff do you *expect* to be:

	Proportion	
	Teachers	Aides
a. Excellent	____%	____%
b. Very good	____%	____%
c. Good	____%	____%
d. Fair	____%	____%
e. Poor	____%	____%
Total =	100%	100%

20. **(Staff., 12)** What would you like the composition of your staff to be in terms of age, sex, ethnicity, and prior traininng and/or experience?

Staffing: Current Practice

Each of the items in this section seeks information that accurately describes your *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

21. **(Staff., 2B)** Who has the most say in determining the *criteria* used in hiring *teachers* for your program?

22. **(Staff., 1B)** Approximately what proportion of your ABE budget and administrative time is *currently* allocated for staffing (e.g., setting selection criteria, identifying sources of staff, recruiting staff, selecting and hiring staff, and assignment of new staff)?

a. Budget _____ %
b. Administrative time _____ %

23. **(Staff., 10B)** Who is actively involved in the process of selecting and hiring *teachers* for your program (check all that apply)?

a. ____ ABE Director
b. ____ ABE Teachers
c. ____ School Personnel Office.
d. ____ ABE Supervisors
e. ____ Other (specify:

_____)

24. **(Staff., 10B)** What is the role of each in the staffing process?

25. **(Staff., 18B)** What is your annual rate of teacher turnover?

a. ____ 25% or more
b. ____ 10-24%
c. ____ less than 10%

25. **(Staff.–Teach. Rat. Data)** What is the overall performance of your teaching staff?

1. Poor _____ 2. Fair _____ 3. Good _____ 4. Very Good _____ 5. Excellent _____

27. **(Staff.–Teach. Data)** What is the composition of your present teaching staff in terms of age, sex, ethnicity, prior training and experience?

28. **(Staff., 19)** What suggestions do you have about ways to improve the staffing process in your ABE program?

In-Service Education: Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

29. **(In-Ser. Ed., 2A)** What proportion of your ABE budget and of your administrative time *should* be allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

    a. Budget _____ %

    b. Administrative time _____ %

30. **(In-Ser. Ed., 3A)** For each staff category that follows, what *should* be the proportion of the total in that category who attend an in-service workshop, university course, or regional conference in the course of a year?

Staff Category	Proportion of Staff in Category
a. Teachers and Counselors	_____ %
b. Aides	_____ %
c. Supervisors and Administrators	_____ %
d. Support Staff	_____ %
e. Others (specify: _____)	_____ %

31. **(In-Ser. Ed., 5A)** In-service education can take several forms. Indicate the degree of emphasis which *should* be given each form suggested below:

	No Emphasis						Great Emphasis
a. Novice-master assignments	1	2	3	4	5	6	7
b. Participation in curriculum development	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7
d. Workshops and conferences conducted by other ABE programs	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others (state or regional agencies or institutions	1	2	3	4	5	6	7
f. Participation in university courses	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7

32. **(In-Ser. Ed., 7)** On the average, what number of days *should* persons in each staff category be devoting to participation in in-service education in their first year with the ABE program and in subsequent years? (If none, so indicate.)

	First Year	Subsequent Years
a. Teachers and Counselors	_____ days	_____ days
b. Aides	_____ days	_____ days
c. Supervisors and Administrators	_____ days	_____ days
d. Other (specify: _____)	_____ days	_____ days

33. **(In-Ser. Ed., 23)** What is your *expectation* about the ways in which your staff members (especially teachers and aides) will become more competent as a result of in-service education?

34. **(In-Ser. Ed., 24A)** To what extent *should* each of the following be a major outcome of in-service education?

	Little						Great
a. Higher staff morale	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7

In-Service Education: Current Practice

Each item in this section seeks information that accurately describes your *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words..

35. **(In-Ser. Ed., 3B)** Approximately what proportion of your staff has participated in a program of in-service education conducted by your ABE program or conducted by others (e.g., university courses, state or regional institutes) (a) within the past year; (b) within the past three years? (If none, so indicate.)

	Conducted by Your ABE Program		Conducted by Others	
Staff Category	a) Past Year	b) Past Three Years	a) Past Year	b) Past Three Years
a. Teachers and Counselors	____ %	____ %	____ %	____ %
b. Aides	____ %	____ %	____ %	____ %
c. Supervisors and administrators	____ %	____ %	____ %	____ %
d. Others (specify: _____ _____)	____ %	____ %	____ %	____ %

36. **(In-Ser. Ed., 1B)** Approximately how many dollars were spent on in-service education of your ABE staff in the last school year?

$_____

37. **(In-Ser. Ed., 24B)** To what extent is each of the following a major outcome of current in-service education activities?

	Little or No Extent						Great Extent
a. Higher staff morale	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7

38. **(In-Ser. Ed., 25)** What suggestions do you have about ways to improve in-service education for the staff of your program?

Instruction: Intended Practices

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

39. **(Instr., 13A)** In every program, someone has the *primary responsibility for orienting new students. In your* program, *who should* have this responsibility (e.g., director, teacher, lab instructor, counselor, aide, other)?

40. **(Instr. 17A)** Regarding the evaluation of student progress, how *should* student progress be evaluated (e.g., classroom tests, standardized achievement tests, teacher summary evaluation, staff conference, combination of above)?

41. **(Instr., 18A)** What records of student progress in the ABE program *should* be kept (e.g., classroom test scores, teacher summary evaluations, standardized achievement test scores)?

42. **(Instr. 23A)** Most teachers emphasize certain subjects more than others. If you were free to decide, how much emphasis do you feel *should* be given to each of the following:

ABE Subjects	Little or No Emphasis						Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
h. Other (specify:_____)	1	2	3	4	5	6	7

43. **(Instr. 26A)** How much emphasis do you feel *should* be placed on each of the methods of instruction listed below, in order to accommodate differences among the students?

Methods of Instruction	Little or No Emphasis						Great Emphasis
a. Personally tutor individual students	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7
c. Send student to learning lab	1	2	3	4	5	6	7
d. Make individual reading, writing or math assignments	1	2	3	4	5	6	7
e. Use programmed materials	1	2	3	4	5	6	7
f. Other (specify:_____)	1	2	3	4	5	6	7

44. **(Instr. 32A)** How important *should* helping students with personal and vocational problems be in the teacher role?

Not Important						Very Important
1	2	3	4	5	6	7

45. **(Instr. 37A)** What part, if any, *should* a learning lab play in your instructional program? (A learning lab is a separate instructional facility utilizing programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace.)

46. **(Instr., 59A)** There are many possible goals that an ABE program might help adult students to achieve. *Rank* the goals below in terms of their importance to you by writing the number *1* in the space next to the most important goal, number *2* next to the second most important goal, and so on for all six goals.

ABE Goals	Rank
a. Increased self-confidence of students	_____
b. Completion of 8th grade equivalency	_____
c. Increased competency in language skills	_____
d. Preparation for high school equivalency exam.	_____
e. Increased ability to cope with adult life roles and problems	_____
f. Prepare students to meet special short term goals (e.g., complete job application)	_____
g. Other (specify: _____)	_____

47. **(Instr. 63A)** Approximately how much gain in grade level do you *expect* for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction (e.g., 1/2 grade level in reading, 1/4 grade level in math)?

a. Beginning _____
b. Intermediate _____
c. Advanced _____

Instruction: Current Practice

Each item in this section seeks information that accurately describes you *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

48. **(Instr., 13B)** In every program, someone has primary responsibility for orienting new students to the program. In your program, who now has this responsibility (check one)?

Staff Member

_____ a. Director
_____ b. Teacher
_____ c. Lab Instructor
_____ d. Counselor
_____ e. Aide
_____ f. Other (specify: _____)

49. **(Instr., 17B)** Regarding the evaluation of student progress, how is student progress *currently* evaluated (check one)?

Evaluation Method

_____ a. Standardized Achievement Test
_____ b. Teacher Summary Evaluation
_____ c. Classroom Tests
_____ d. Staff Conference
_____ e. Combination of Above
_____ f. Other (specify: _____)

50. **(Instr., 23B)** Most teachers emphasize some subjects more than others. In your own ABE teaching, how much emphasis do you *actually* give to each of the following subjects:

ABE Subjects	Little or No Emphasis						Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
h. Other (specify: _____ _____)	1	2	3	4	5	6	7

51. **(Instr., 21B and 22)** If standardized achievement tests are administered at regular intervals in your program, please provide the following information:

51a. Intervals between test administration (check one)

_____ a. 100 hours of instruction
_____ b. 150 hours of instruction
_____ c. 200 hours of instruction
_____ d. Other (specify: _____ _____)

51b. Name of test(s): _____
_____
_____
_____

(Note: If results of these achievement tests have been analyzed for your use, please attach copy.)

52. **(Instr., 26B)** If instruction is adapted to differences among students, indicate on the scales below how much emphasis is *currently* placed on each of the following to accommodate these differences.

Methods of Instruction	Little or No Emphasis					Great Emphasis	
a. Personally tutor individual students	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7
c. Send student to learning lab	1	2	3	4	5	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7
e. Use programmed materials	1	2	3	4	5	6	7
f. Other (specify: _____ _____)	1	2	3	4	5	6	7

53. **(Instr. 32B)** How important to the teacher role is helping students with personal and vocational problems?

Not Important					Very Important	
1	2	3	4	5	6	7

54. **(Instr., 37B)** What part does the learning lab play in the instructional program (e.g., used only for remedial work for students referred by class teacher, a regular part of the students' total program, available to students who want it)?

55. **(Instr., 59B)** There are many possible goals that an ABE program might help the participants to achieve. *Rank* each of these goals in terms of the degree of emphasis actually placed on each by writing the number *1* in the space next to the goal given the most emphasis, number *2* next to the goal given the second most emphasis, and so on for all six goals.

ABE Goals	Rank
a. Increased self-confidence of students	_____
b. Completion of 8th grade equivalency	_____
c. Increased competency in language skills	_____
d. Preparation for high school equivalency exam	_____
e. Increased ability to cope with adult life roles and problems	_____
f. Prepare students to meet special short term goals (e.g., complete job application)	_____
g. Other (specify: _____)	_____

56. **(Instr. 63B)** Approximately how much gain in grade level *actually* occurs for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction (e.g., 1/2 grade level in reading, 1/4 grade level in math)?

Beginning _____

Intermediate _____

Advanced _____

57. **(Instr., 65)** How satisfied are you with the extent to which your instructional program enables students to:

	Not Satisfied						Very Satisfied
Get a job	1	2	3	4	5	6	7
Go into a job training program	1	2	3	4	5	6	7
Go on to further education	1	2	3	4	5	6	7
Achieve personal goals	1	2	3	4	5	6	7
Achieve educationally	1	2	3	4	5	6	7

58. **(Instr., 66)** What suggestions do you have about ways to improve instruction in your ABE program?

Collaboration: Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

59. **(Col., 1A)** What proportion of your ABE budget and of your administrative time *should* be allocated for collaboration?

    a. Budget _____ %

    b. Administrative time _____ %

60. **(Col., 2)** What types of organizations would you most *like* to work with as co-sponsors and sources of referral and support?

61. **(Col., 3)** Describe the types of working relationships with collaborative organizations that you would *like* to have.

62. **(Col., 10A)** Listed below are seven benefits that ABE programs sometimes gain from co-sponsorship of classes and collaboration with agencies that refer students. Rank the importance of those benefits you are *trying to attain* for your program by writing the number *1* in the space next to the benefit you are most trying to attain, number *2* next to the benefit you are second most trying to attain, and so on for all benefits you are trying to attain.

Benefits of Collaboration	Rank in Order of Importance
a. Recruitment of students through co-sponsored classes	_____
b. Provision of support services by collaborating organization (e.g., child care, counseling, transportation)	_____
c. Extension of ABE to hard-to-reach segments of the target population through co-sponsored classes	_____
d. Increased public awareness of program through co-sponsors and collaboration with referral agencies	_____
e. Obtaining additional operating funds through co-sponsorship arrangements	_____
f. Provision of feedback about program through interaction with collaborating organizations	_____
g. Increased community support for ABE through collaboration with other organizations	_____

Collaboration: Current Practice

Each item in this section seeks information that accurately describes your *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

63. **(Col., 1B)** (Approximately what proportion of your ABE budget and of your administrative time is *currently* allocated for collaboration with outside organizations?

a. Budget _____ %

b. Administrative time _____ %

64. **(Col., 4)** During the past year, have you employed staff members whose primary responsibility is to act as a liaison between the ABE program and the community?

_____ Yes _____ No

If yes, how many (full-time equivalent)? _____ f.t.e.

65. **(Col., 5)** *If yes*, listed below are several functions commonly performed by liaison personnel. Rank the importance of of these liaison functions for your own program by writing the number *1* in the space next to the most important function, number *2* next to the second most important function, and so on for all functions listed. Add any other functions performed by liaison personnel in your program.

Liaison Functions	Rank in Order of Importance
a. Recruiting students	_____
b. Following up dropouts	_____
c. Providing feedback on the success of the ABE program in the community	_____
d. Establishing co-sponsorship	_____
e. Other (specify: _____)	_____

66. **(Col., 8)** During the past year, to what extent has your program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

Little or No Extent					Great Extent	
1	2	3	4	5	6	7

67. **(Col., 10B)** Listed below are some benefits that ABE programs may gain from co-sponsorship of classes and collaboration with agencies that refer students. Rank the importance of the benefits that your program *actually receives* by writing the number 1 in the space next to the most important benefit, number *2* next to the second most important benefit, and so on for all benefits received.

Benefits of Collaboration	Rank in Order of Importance
a. Recruitment of students through co-sponsored classes	_____
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation)	_____
c. Extension of ABE to hard-to-reach segments of the target population through co-sponsored classes	_____
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	_____
e. Obtaining additional operating funds through co-sponsorship arrangements	_____
f. Provision of feedback about your program through interaction with collaborating organizations	_____
g. Increased community support for ABE through collaboration with other organizations	_____

68. **(Col., 12B)** Listed below are five disadvantages sometimes incurred by ABE programs as a result of co-sponsorship of classes and collaboration with agencies that refer students. Rank the magnitude of the disadvantages that your program *actually incurs* by writing the number *1* in the space next to the greatest disadvantage, number *2* next to the second greatest disadvantage, and so on for all disadvantages incurred.

Disadvantages of Collaboration	Rank in Order of Magnitude of Disadvantages
a. Loss of program flexibility as a result of collaboration	_____
b. Decrease in administrative autonomy as a result of collaboration	_____
c. Collaboration results in serving students not representative of target population the program is trying to reach	_____
d. Increase in unit cost (per instructional hour) as a result of collaboration	_____
e. More of your time than desirable spent on arranging for and administering collaborative efforts	_____

69. **(Col., 14)** What suggestions do you have about improving collaboration with organizations that co-sponsor classes and refer students?

Goal-Setting: Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

70. **(Goal, 1A)** What persons and groups *should* have the most influence on setting local ABE program goals and priorities?

71. **(Goal, 2A)** What role *should* each person or group typically play in the goal-setting process?

72. **(Goal, 6A)** What should your ABE unit have by way of a written statement of goals.

Goal-Setting: Current Practice

Each item in this section seeks information that accurately describes your *currrent* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

73. **(Goal, 1B)** What persons or groups *currently* have the most influence on setting local ABE program goals?

74. **(Goal, 2B)** What role does each person or group typically play in the *current* goal-setting process?

75. **(Goal, 6B)** What does your ABE unit *currently* have by the way of a written statement of goals?

76. **(Goal, 7)** Which of the following policy decisions related to program goals and priorities have actually been made or modified during the past year or so in your local ABE program? (Check all that apply.)

_____ Definition of target population
_____ Selection of student recruitment strategy
_____ Formulation of criteria for staff selection
_____ Determination of relative emphasis on various instructional areas
_____ Determination of strategies for obtaining community support
_____ Decision on degree of centralization vs. decentralization of class locations
_____ Policy related to collaboration with community groups and organizations
_____ Other (specify:_____)

77. **(Goal, 8)** What suggestions do you have about ways to improve the process of setting goals and priorities in your ABE program?

Other Components

78. The foregoing items have been grouped within six program components (recruitment, staffing, in-service education, instruction, collaboration, and goal-setting). There are, of course, additional program components that have not been covered (e.g., facilities, program administration, finances, materials selection and development). What *other* aspects of your ABE program seem to be most in need of intensive evaluation?

Intended Practice

Each item in this section seeks information about your intents, what you are trying to do whether you are successful or not. Terms such as *should* are used in the items for brevity and clarity, but they refer to your serious aspirations and intentions, and not some ideal that you do not expect to attain.

79. **(Instr., 11A)** Of the instructional materials used in the ABE class, what proportion *should* be?

a. commercially published . . . . . _____ %
b. prepared or adapted by yourself . . . . _____ %
c. prepared or adapted locally . . . . . _____ %
Total = 100%

80. **(Instr., 12A)** What *should* be the proportional distribution of ABE classroom *facilities* between the following types of locations?

a. Adult education center used for clustered classes day and evening . . . . _____ %
b. Scattered classes in school buildings, after school . . . . . _____ %
c. Scattered outreach classes in facilities of co-sponsors . . . . . _____ %
c. Other (specify: _____
_____) _____ %
Total = 100%

81. In what other parts of the ABE program would you like to see major changes? What would the changes be?

Current Practice

Each item in this section seeks information that accurately describes your *current* program. Report precise data where it is available. Otherwise provide your best estimate. If the format of any item makes it difficult for you to clearly describe your program, respond in your own words.

82. **(Instr., 11B)** Of the instructional materials you *currently* use in your class what proportion are:

a. Commercially published ..... _____ %
b. Prepared or adapted by teacher ..... _____ %
c. Prepared or adapted locally ..... _____ %
Total = 100%

83. **(Instr., 12B)** What is the *current* proportional distribution of ABE classroom *facilities* between the following types of locations?

a. Adult education center used for clustered classes day and evening ..... _____ %
b. Scattered classes in school buildings, after school ..... _____ %
c. Scattered outreach classes in facilities of co-sponsors ..... _____ %
d. Other (specify: _____
_____) _____ %
Total = 100%

84. In additon to the foregoing information about the ABE program, what *else* should someone know about the *current* program in order to understand basically how well it functions?

Administrative Staff Interview Guide

Instructions to Interviewer

Each question in this Guide is meant to elicit a statement of *INTENDED* practice. The interviewer must emphasize this in the beginning and throughout the interview. He should be alert to a natural tendency on the part of the interviewee to answer as though he was being asked to describe current practice — the way he believes the program is operating at the present time. This distinction between how he feels the program *should* function, given his present constraints and situation, and the nature of current practice is central to this kind of evaluation and requires continual reinforcement by the interviewer.

The purpose of the items on intended practice is to assist the respondent to describe what he is striving to accomplish within his present context and not to describe an unattainable ideal. The term *should* refers to serious aspirations and intentions.

The interviewer should read each question in its entirety, including all the illustrations given in parenthesis. This will encourage specificity in response and enhance comparability in later analysis. Only *rankings* should involve a written response by the interviewee.

Read this statement to the interviewee prior to beginning the interview:

> FOR THE PURPOSES OF THIS INTERVIEW, ASSUME THAT YOU HAVE BEEN PROMOTED IN THE SCHOOL SYSTEM. ALTHOUGH ABE REMAINS ONE OF SEVERAL PROGRAMS OVER WHICH YOU HAVE RESPONSIBILITY, THE DIRECTION OF THE PROGRAM WILL BE GIVEN TO YOUR SUCCESSOR. RESPOND TO EACH QUESTION AS THOUGH YOU WERE ADVISING HIM ON HOW THE PROGRAM SHOULD FUNCTION. DO NOT SIMPLY DESCRIBE HOW IT IS PRESENTLY FUNCTIONING. TELL HIM WHAT SHOULD HAPPEN IN THE PROGRAM IF EVERYTHING GOES THE WAY YOU MEAN IT TO GO. DESCRIBE YOUR INTENTIONS.

Part 1: Recruitment

The items in this part deal with the process by which potential students hear about and are recruited to your ABE program.

1. **(Rec., 1)** What kinds of staff (e.g., teachers, aides, counselors,) *should* be involved in recruitment activities?

2. **(Rec., 2A)** About how many hours per week should typical staff members in *each* category mentioned above spend on recruitment?

3. **(Rec., 3A)** What proportion of your ABE budget and of your administrative time *should* be allocated for recruitment of students?

   a. Budget _____ %
   b. Administrative time _____ %

4. **(Rec., 4)** There are many methods that can be used to recruit students (e.g., mass media advertising, door-to-door canvassing, referral from other agencies, word of mouth). What methods *should* be emphasized in the recruitment of students for your program?

5. **(Rec., 5A)** Which recruitment methods mentioned above *should* be used to reach particular target groups (e.g., young males, non-English speaking, least literate, Blacks)?

6. **(Rec., 6A)** What are the main messages that you intend to convey to prospective students through your recruitment effort?

7. **(Rec., 7)** What are the characteristics of the target population you are *trying* to reach (age, sex, ethnic background, place of residence)?

8. **(Rec.,8A)** Are there particular groups that you *especially try to* reach (e.g., young males, older adults, Blacks, non-English speaking, least literate)? If yes, which are the high priority groups?

9. **(Rec., 9)** *Given your present resources,* what would you *like* your total current enrollment to be (active students at any one time)?

_____ students

10. **(Rec., 15A)** What is your *goal* regarding the approximate proportion of students who are enrolled at the first week in the fall and who are still active as of the *sixth* week of class?

_____ %

11. **(Rec., 16)** What suggestions do you have about ways to improve the recruitment process in your ABE program?

Part 2: Staffing

The items in this part deal with the process by which potential staff members are attracted, selected, and placed in your ABE program.

12. **(Staff., 3)** Aside from personality and criteria mandated by state or local regulations, what criteria *should* govern the selection of ABE *teachers* (e.g., experience teaching adults, elementary education experience, age, ethnicity, pre-service education)?

13. **(Staff., 4)** What criteria *should* govern the selection of instructional aides?

14. **(Staff., 1A)** What proportion of your ABE budget and of your adminsitrative time *should* be allocated for staffing (e.g., setting selection criteria, identifying sources of staff, recruiting staff, selecting and hiring staff, and assignment of new staff)?

    a. Budget _____ %
    b. Administrative time _____ %

15. **(Staff., 2A)** Who *should* have the most to say in determining the criteria used in hiring teachers?

16. **(Staff., 7)** *Should* any effort be made to recruit ABE *teachers* from outside the public school system?

    _____ Yes _____ No

17. **(Staff., 8)** *If yes* from what sources?

18. **(Staff., 10A)** Who *should* be actively involved in the process of selecting and hiring *teachers* for your program? What should their roles be?

19. (Staff., 11A) What factors *should* be taken into account in assigning *teachers* to a particular class (e.g., previous experience, sex, ethnicity)?

20. (Staff., 12) This question concerns what you would *like* the composition of your instructional staff to be in terms of age, sex, ethnicity, and training. If you would like to have at *least* a certain proportion of your teachers in a given category, e.g., "under 35" or "special education background," please indicate this minimum proportion. If you would like to have *no more than* a certain proportion of your teachers in a given category, please indicate that maximum. If you have no preference, i.e., if it would make no difference if all or none of your teachers were in this category, please indicate this. Repeat the process for instructional aides.

	Teachers			Aides		
	Minimum Percent	Maximum Percent	No. Pref.	Minimum Percent	Maximum Percent	No. Pref.
Age						
Under 35	_____ %	_____ %	_____	_____ %	_____ %	_____
35–49	_____ %	_____ %	_____	_____ %	_____ %	_____
50 or more	_____ %	_____ %	_____	_____ %	_____ %	_____
Sex						
Male	_____ %	_____ %	_____	_____ %	_____ %	_____
Female	_____ %	_____ %	_____	_____ %	_____ %	_____
Ethnicity						
Black	_____ %	_____ %	_____	_____ %	_____ %	_____
White	_____ %	_____ %	_____	_____ %	_____ %	_____
Hispano–American	_____ %	_____ %	_____	_____ %	_____ %	_____
Other (specify: _____)	_____ %	_____ %	_____	_____ %	_____ %	_____
Training						
Elementary Education (K-6)	_____ %	_____ %	_____	_____ %	_____ %	_____
Secondary Education (7-12)	_____ %	_____ %	_____	_____ %	_____ %	_____
Other Education Training, specify:						
a: _____	_____ %	_____ %	_____	_____ %	_____ %	_____
b: _____	_____ %	_____ %	_____	_____ %	_____ %	_____
No prior preparation in education	_____ %	_____ %	_____	_____ %	_____ %	_____

21. (Staff., 19) What suggestions do you have about ways to improve the staffing process in your ABE program?

Part 3: In-Service Education

The items in this part ideal with the ways in which your ABE staff members increase their competence through various in-service education activities.

22. **(In-Ser. Ed., 2A)** What proportion of your ABE budget and of your administrative time *should* be allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

a. Budget _____ %
b. Administrative time _____ %

23. **(In-Ser. Ed., 3A)** For each staff category that follows, what *should* be the proportion of the total in that category who attend an in-service workshop, university course, or regional conference in the course of a year?

Staff Category	Proportion of Staff in Category
a. Teachers and Counselors	_____ %
b. Aides	_____ %
c. Supervisors and Administrators	_____ %
d. Other (specify: _____	_____ %

24. **(In-Ser. Ed., 4A)** What criteria *should* be used to select participants for an in-service education program (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

25. **(In-Ser. Ed., 5A)** In-service education can take several forms. Indicate the degree of emphasis which *should* be given each form suggested below:

	No Emphasis				Great Emphasis		
a. Novice-master assignments	1	2	3	4	5	6	7
b. Participation in curriculum development	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7
d. Workshops and conferences conducted by your ABE program	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others (state or regional agencies or institutions)	1	2	3	4	5	6	7
f. Participation in university courses	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7

26. **(In-Ser. Ed., 6A)** What categories of staff *should* perform the main roles in planning and conducting in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? What should each of their roles typically be?

27. **(In-Ser., Ed.,-7)** On the average, what number of days *should* persons in each staff category be devoting to participation in in-service education in their first year with the ABE program and in subsequent years? (If none, so indicate).

	First Year	Subsequent Years
a. Teacher and counselors	_____ days	_____ days
b. Aides	_____ days	_____ days
c. Supervisors and administrators	_____ days	_____ days
e. Others (specify: _____)	_____ days	_____ days

28. **(In-Ser., Ed., 8A)** What incentives *should* be used to encourage participation in an in-service education program (e.g., released teaching time, extra pay, required attendance)?

29. **(In-Ser. Ed., 23)** What is your *expectation* about the ways in which your staff members (especially teachers and aides) will become more competent as a result of in-service education?

30. **(In-Ser. Ed., 24A)** To what extent *should* each of the following be a major outcome of in-service education?

	Little						Great
a. Higher staff morale	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7

31. **(In-Ser. Ed., 25)** What suggestions do you have about ways to improve in-service education for the staff of your program?

Part 4: Instruction

The items in this part deal with the process of learning and instruction in your ABE program.

32. **(Instr., 12A)** What *should* be the proportional distribution of ABE classroom *facilities* between the following types of locations?

a. Adult education center used for clustered classes day and evening ..... _____ %
b. Scattered classes in school buildings, after school _____ %
c. Scattered outreach classes in facilities of co-sponsors _____ %
d. Other (specify: _____
_____) _____ %

Total = 100%

33. **(Instr., 13A)** In every program, someone has the *primary* responsibility for orienting new students. In your program, *who should* have this responsibility (e.g., director, teacher, lab instructor, counselor, aide, other)?

34. **(Instr., 14A)** Often, ABE programs make an initial assessment of student's achievement level. *How should* student entrance level be assessed (e.g., standardized test, locally developed test, interview, combination of above, none)?

35. **(Instr., 15A)** *Who should* make the initial assessment of student skill level (e.g., director, teacher, lab instructor, aide, counselor, no one)?

36. **(Instr., 16A)** Regarding the administration of diagnostic placement tests, *when should* these tests be administered (e.g., never, at time of enrollment, after enrollment when student is ready)?

37. **(Instr., 17A)** Regarding the evaluation of student progress, how *should* student progress be evaluated (e.g., classroom tests, standardized achievement tests, teacher summary evaluation, staff conference, combination of above)?

38. **(Instr., 18A)** What records of student progress in the ABE program *should* be kept (e.g., classroom test scores, teacher summary evaluation, standardized achievement test scores)?

39. **(Instr., 19A)** To what uses *should* student records (from regular classes, learning lab, other sources) be put (e.g., to measure student progress, place students in classes, counsel students, refer students to other educational programs or employers)?

40. **(Instr., 20A)** If standardized achievement tests are used, *should* they be administered at regular intervals?

_____ Yes _____ No

41. **(Instr., 21A)** *If yes*, at what intervals *should* they be administered?

42. **(Instr., 37A)** What part, if any, *should* a learning lab play in your instructional program? (A learning lab is a separate instructional facility utilizing programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace.)

43. **(Instr., 38A)** How *should* the student's work in the lab be coordinated with classroom instruction?

44. **(Instr., 39A)** What categories of staff *should* be associated with the learning lab and what should their duties be?

(The next three questions deal with the individual student's schedule of activities in the learning lab.)

45. **(Instr., 40A)** How frequently *should* the student have contact with each category of staff member?

46. **(Instr., 41A)** How *should* these contacts be initiated (e.g., staff circulating in the lab, staff stationed at desks available to students when students want help)?

47. **(Instr., 42A)** What sorts of help *should* the staff give students?

48. **(Instr., 43A)** How *should* student progress in the learning lab be recorded? What kind of information *should* be kept? By whom? Available to whom? In effect, what should the student information system be like?

49. **(Instr., 63A)** Approximately how much gain in grade level do you *expect* for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction (e.g., 1/2 grade level in reading, 1/4 grade level in math)?

a. Beginning _____
b. Intermediate _____
c. Advanced _____

50. **(Instr., 66)** What suggestions do you have about ways to improve instruction in your ABE program?

Part 5: Collaboration

The items in this part deal with relationships between your ABE programs and community groups with which you collaborate, such as co-sponsors and referral agencies.

51. **(Col., 1A)** What proportion of your ABE budget and of your administrative time *should* be allocated for collaboration?

    a. Budget _____ %
    b. Administrative time _____ %

52. **(Col., 2)** What types of organizations would you most *like* to work with as co-sponsors and sources of referral and support?

53. **(Col., 3)** Describe the types of working relationships with collaborative organizations that you would *like* to have.

54. **(Col., 10A)** Listed below are seven benefits that ABE programs sometimes gain from co-sponsorship of classes and collaboration with agencies that refer students. Rank the importance of those benefits you are *trying to attain* in your program by writing the number *1* in the space next to the benefit you are most trying to attain, and so on for all benefits you are trying to attain.

Benefits of Collaboration	Rank in Order of Importance
a. Recruitment of students through co-sponsored classes	_____
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation)	_____
c. Extensions of ABE to hard-to reach segments of the target population through co-sponsored classes	_____
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	_____
e. Obtaining additional operating funds through co-sponsorship arrangements	_____
f. Provision of feedback about program through interaction with collaborating organizations	_____
g. Increased community support for ABE through collaboration with other organizations	_____

55. **(Col., 11)** Are there any other benefits that you *expect* your program to attain from collaboration that are not listed above? Is so, briefly list.

56. **(Col., 12A)** Listed below are five disadvantages sometimes associated with co-sponsorship of classes and collaboration with agencies that refer students. Which of the following disadvantages are most important to avoid? Write the number *1* in the space next to the disadvantage that you *most want* to avoid, number *2* next to the disadvantage you second most *want* to avoid, and so on for all five disadvantages.

Disadvantages of Collaboration	Rank Order of Disadvantages
a. Loss of program flexibility as a result of collaboration	_____
b. Decrease in administrative autonomy as a result of collaboration	_____
c. Collaboration results in serving students not representative of target population program is trying to reach	_____
d. Increase in unit cost (instructional hour) as a result of collaboration	_____
e. More of your time than is desirable spent on arranging for and administering collaborative efforts	_____

57. **(Col., 13)** Are there any other disadvantages that you try to avoid related to co-sponsorship or collaboration with agencies that refer students? If so, briefly list.

58. **(Col., 14)** What suggestions do you have about improving collaboration with organization that co-sponsor classes and refer students?

Part 6: Goal-Setting

The items in this part deal with the process by which goals are set for your ABE program.

59. **(Goal, 1A)** What persons and groups *should* have the most influence on setting local ABE program goals and priorities?

60. **(Goal, 2A)** What role *should* each person or group typically play in the goal-setting process?

61. **(Goal, 3A)** How *should* the working relationship between the ABE unit and collaborative organizations influence the goal-setting process (e.g., having a say in course purposes, staff characteristics)?

62. **(Goal, 4A)** There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below *should* influence the goals and priorities of your local ABE program.

	Desirable Extent of Influence on Goals and Priorities						
Factors	Little or None						Great
State ABE plan	1	2	3	4	5	6	7
General population characteristics	1	2	3	4	5	6	7
Other ABE programs in the community	1	2	3	4	5	6	7
Expectations of the students	1	2	3	4	5	6	7
Relations with school system	1	2	3	4	5	6	7
GED exam	1	2	3	4	5	6	7
Expectations of the community	1	2	3	4	5	6	7

63. **(Goal, 6A)** What *should* your ABE unit have by way of a written statement of goals?

64. **(Goal, 8)** What suggestions do you have about ways to improve the process of setting goals and priorities in your ABE program?

Lab Supervisor Interview Guide

1. **(Instr., 37B)** What part *does* the learning lab play in the instructional program (e.g., used only for remedial work for students referred by class teacher, a regular part of the students' total program, available to students who want it)

2. **(Instr., 38B)** How *is* the student's work in the lab coordinated with classroom instruction (e.g., not coordinated in any specific way, student's work prescribed by teacher, student's work prescribed by counselor, student's work prescribed by lab supvervisor, conference between teacher, counselor, lab supervisor)?

3. **(Instr., 39B)** What categories of staff are *currently* associated with the learning lab and what are their duties?

(The next three questions deal with the individual student's schedule of activities in the learning lab)

4. **(Instr., 40B)** How frequently does the student *actually* have contact with each category of staff member?

5. **(Instr., 41B)** How *are* these contacts initiated (e.g., staff circulating in the lab, staff stationed at desks available to students when students want them)?

6. **(Instr., 42B)** What sorts of help *does* the staff give students?

7. **(Instr., 43B)** How is student progress in the learning lab *currently* recorded? What kind of information is kept? By whom? Available to whom? In effect, what *is* the student information system like?

Questionnaires

This section provides four self-administered questionnaires for the collection of evaluation data. The intended respondent for each questionnaire is designated in the title – Director Questionnaire, Teacher Questionnaire, and so on. In larger ABE programs it may be necessary to distribute questionnaires to only a representative *sample* of teachers, students, and co-sponsors.

If a questionnaire seems well-suited for use in a specific ABE program, the director simply makes copies and distributes them. If a questionnaire does not seem to fit, items should be added, deleted, and modified. When doing so, it is important to preserve the parallelism between the items on current practice in the questionnaires and forms and the items on intended practice in the interview guides. It is also important to preserve the internal flow of questionnaire items so that early items prepare the respondent for answering later items.

Director Questionnaire

Part 1: Recruitment

The items in this part deal with your *current* practices related to attraction and recruitment of ABE students.

1. **(Rec., 2B)** In a typical week, about how many hours *does* the average staff member spend on recruitment? (If, in any staff category, *no* members are involved in recruitment, write *none* in the hours/week column.)

Staff Category	Hours per week
Teacher	_____
Aide (paraprofessional)	_____
Counselor	_____
Supervisor	_____
ABE Director	_____
Other (Specify: _____	
_____	_____

2. **(Rec., 3B)** Approximately what proportion of your ABE budget and of your administrative time is *currently* allocated for recruitment of students?

a. Budget _____%
b. Administrative time _____%

3. **(Rec., 5B)** Listed at the left of the matrix below are several groups that are often the focus of ABE recruitment efforts. Listed at the top of the matrix are a number of recruitment methods. For each group listed, indicate by a checkmark in the appropriate space(s) in the row to the right, the *one or two* methods you *currently* rely on *most* for recruiting persons in that group.

	Recruitment Methods					
	Door to Door	Mass Media	Agency Referral	Co-Sponsored Classes	Word of Mouth	Other: _____
Young adults						
Non-English speaking						
Blacks						
Males						
Unemployed						
Least literate						
Other_____						
Other_____						
Other_____						

4. **(Rec., 6B)** What are the main messages that seem to *actually* get through to prospective students in your recruitment efforts?

5. **(Rec., 8B)** In recruiting ABE students, how successful have you *actually* been in reaching each of the following groups, compared with your expectations (include any additional groups you attempted to recruit)?

Group	Recruitment Success: Little or No Success						Great Success
Young adults	1	2	3	4	5	6	7
Non-English speaking	1	2	3	4	5	6	7
Blacks	1	2	3	4	5	6	7
Unemployed	1	2	3	4	5	6	7
Males	1	2	3	4	5	6	7
Least literate	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
Other _____	1	2	3	4	5	6	7
General Target Population	1	2	3	4	5	6	7

6a. **(Rec., 10)** Is your *current* enrollment as high as budgetary resources will permit?

_____ Yes _____ No

6b. **(Rec., 11)** During the past year, to what extent has your program experienced difficulty in recruiting the kinds of students you want to reach?

Little or No Extent						Great Extent
1	2	3	4	5	6	7

Part 2: Staffing

Items 7 through 11 deal with your *intents* and expectations regarding the attraction, selection, and placement of ABE staff whether or not you have been able to accomplish what you are striving for.

7. **(Staff., 13)** In overall performance, some teachers and aides are clearly superior to others. Realistically speaking, about what proportion of your instructional staff do you *expect* to be:

	Proportion	
	Teachers	Aides
a. Excellent	____ %	____ %
b. Very good	____ %	____ %
c. Good	____ %	____ %
d. Fair	____ %	____ %
e. Poor	____ %	____ %
Total =	100%	100%

8. **(Staff., 14)** Some teachers get along well with other teachers and staff members and others do not. How *important* is it to you that each *teacher* get along well with each category of staff member listed below?

	Importance of Getting Along Well							
	Not Important						Very Important	Not Applicable
a. Other Teachers	1	2	3	4	5	6	7	0
b. Aides	1	2	3	4	5	6	7	0
c. Counselors	1	2	3	4	5	6	7	0
d. Supervisors	1	2	3	4	5	6	7	0
e. ABE Director	1	2	3	4	5	6	7	0

9. **(Staff., 16A)** Not all teachers are equally satisfied with their work in ABE. About what proportion of your *teachers* do you *expect* to be:

	Proportion
a. Very Satisfied	____ %
b. Moderately Satisfied	____ %
c. Dissatisfied	____ %
Total =	100%

10. **(Staff., 17A)** Some teachers are more personally committed to the goals of ABE than others. About what proportion of your teachers do you *expect* to be:

	Proportion
a. Highly Committed	____ %
b. Moderately Committed	____ %
c. Uncommitted	____ %
Total =	100%

11. **(Staff., 18A)** Do you expect the annual turnover of teachers in your ABE program to be (check one for each column):

Teachers	Aides	
____	____	Heavy (25% or more)
____	____	Moderate (10-24%)
____	____	Light (less than 10%)

The remaining items related to STAFFING deal with your actual *current* practice.

12. **(Staff., 2B)** Who has the most say in determining the *criteria* used in hiring *teachers* for your program?

13. **(Staff., 1B)** Approximately what proportion of your ABE budget and administrative time is *currently* allocated for staffing (e.g., setting selection criteria, identifying sources of staff, recruiting staff, selecting and hiring staff, and assignment of new staff)?

a. Budget _____ %
b. Administrative time _____ %

14. **(Staff., 5)** To what extent are each of the following criteria important in the recruitment and selection of staff?

Criteria	Little or no Importance						Great Importance
a. Regular school staff	1	2	3	4	5	6	7
b. Experience teaching adults	1	2	3	4	5	6	7
c. Age	1	2	3	4	5	6	7
d. Elementary education experience	1	2	3	4	5	6	7
e. Ethnicity	1	2	3	4	5	6	7
f. Place of residence	1	2	3	4	5	6	7

15. **(Staff., 6)** How difficult is it to compete with other employers as you recruit staff, given the incentives you have to offer?

Very Difficult, Poor Competitive Position						Easy, We Have a Great Advantage
1	2	3	4	5	6	7

16. **(Staff., 10B)** Who is actively involved in the process of selecting and hiring *teachers* for your program (check all that apply)?

a. _____ ABE Director
b. _____ ABE Teachers
c. _____ School Personnel Office
d. _____ ABE Supervisors
e. _____ Other (specify:
_____)

17. **(Staff., 10B)** What is the role of each in the staffing process?

18. **(Staff., 11B)** Which of the following factors are *generally* taken into account in assigning *teachers* to a particular class (check all that apply)?

a. ____ Teacher's prior experience and/or training
b. ____ Ethnicity of teacher
c. ____ Sex of teacher
d. ____ Age of teacher
e. ____ None of the above
f. ____ Other (specify: _____)

Part 3: In-Service Education

The items in this part deal with your *current* practice related to in-service education of ABE staff members.

19. **(In-Ser. Ed., 3B)** Aproximately what proportion of your staff has participated in a program of in-service education conducted by your ABE program or by others (e.g., university courses, state or regional institutes) within the past year and within the past three years? (If none, so indicate.)

	Conducted by Your ABE Program		Conducted by Others	
Staff Category	Past Year	Past Three Years	Past Year	Past Three Years
a. Teachers and Counselors	____%	____%	____%	____%
b. Aides	____%	____%	____%	____%
c. Supervisors and Administrators	____%	____%	____%	____%
d. Others (specify: _____)	____%	____%	____%	____%

20. **(In-Ser. Ed., 4B)** What criteria were used to select participants for in-service workshops, conferences or courses held in the past year (e.g., prior training, supervisor selection, nature of position)?

21. **(In-Ser. Ed., 1B)** Approximately how many dollars were spent on in-service education of your ABE staff in the last school year?

$ _____

22. **(In-Ser. Ed., 2B)** What proportion of your operating budget did the dollar amount above represent?

23. **(In-Ser. Ed., 2B)** What proportion of administrative time was used last school year for in-service education?

_____ %

24. **(In-Ser. Ed., 1A)** Approximately how many dollars would be required for you to do an acceptable job of providing in-service education for your staff?

$ _____

25. **(In-Ser. Ed., 9)** Do you make a regular practice of assigning new staff members to work with experienced staff members who do the same kind of work?

_____ Yes

_____ No

26. **(In-Ser. Ed., 10)** *If yes,* what special conditions of employment are involved during this initial period (e.g., duration of assignment, full or part pay, union requirement)?

27. **(In-Ser. Ed., 11)** What is the value of such an assignment for enhancing staff performance?

Little Value						Great Value
1	2	3	4	5	6	7

28. **(In-Ser. Ed., 12)** Are there any special problems related to this practice?

29. **(In-Ser. Ed., 13)** Is this form of in-service education much different for teachers than for other categories of ABE staff?

_____ Yes

_____ No

30. **(In-Ser. Ed., 14)** If yes, please describe the distinctive ways in which this form is used for *teachers.*

31. **(In-Ser. Ed., 15)** Do you consider staff participation in curriculum development a *planned* component of your in-service education effort?

_____ Yes _____ No

32. **(In-Ser. Ed., 16)** *If yes,* what special conditions pertain (e.g., released time, extra pay, required of all)?

33. **(In-Ser. Ed., 17)** On the average, what number of days per year are devoted by each staff member to this practice?

_____ Days

34. **(In-Ser. Ed., 18)** Are there any special problems attendant on this practice?

35. **(In-Ser. Ed., 19)** Is this form of in-service education much different for teachers than for other categories of ABE staff?

_____ Yes _____ No

36. **(In-Ser. Ed., 20)** *If yes,* please describe the distinctive ways in which this form is used for *teachers.*

37. **(In-Ser. Ed., 8B)** What incentives are used to encourage participation in your in-service education program (check all that apply)?

_____ Released time from regular duties
_____ Extra pay
_____ Condition of continued employment (attendance required)
_____ Other (specify: _____)

38. **(In-Ser. Ed., 6B)** What categories of staff *currently* perform the main roles in planning and conducting in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? What roles do each of them typically perform?

39. **(In-Ser. Ed. 24B)** To what extent is each of the following a major outcome of *current* in-service education activities?

	Little or No Extent						Great Extent
a. Higher staff morale	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7

Part 4: Instruction

The items in this part deal with learning and instruction in the entire ABE program. Note that items 40 through 46 deal with what you *intend* to do, and the remainder deal with what you are *currently* doing.

40. **(Instr., 11A)** Of the instructional materials used in the ABE class, what proportion should be:

a. commercially published . . . . . _____ %
b. prepared or adapted by teacher . . . . _____ %
c. prepared or adapted locally . . . . . _____ %

41. **(Instr., 23A)** Most teachers emphasize certain subjects more than others. If you were free to decide, how much emphasis do you feel *should* be given to each of the following:

ABE Subjects	Little or No Emphasis						Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7
h. Other (specify: _____)	1	2	3	4	5	6	7

42. **(Instr., 27A)** There are a number of ways that students participate in their instruction. To what extent *should* students participate in each of the following ways?

Type of Student Participation	Little or None						Great Extent
a. Student recites	1	2	3	4	5	6	7
b. Pairs or small groups of students practice skills together	1	2	3	4	5	6	7
c. Small groups engage in problem solving	1	2	3	4	5	6	7
d. Whole class participates in discussion	1	2	3	4	5	6	7
e. Small groups engage in discussion	1	2	3	4	5	6	7
f. Students ask questions	1	2	3	4	5	6	7
g. Real or simulated learning situations (e.g., case studies, role playing, field visits)	1	2	3	4	5	6	7
h. Planning or evaluating this educational program	1	2	3	4	5	6	7

The next two questions deal with aides and volunteers who work in the classroom. If you have no relevant experience, skip question 44.

43. **(Instr., 29A)** There are many different duties which may be performed by an aide or volunteer. What proportion of the aide's time *should be* spent performing these duties?

a. Clerical . . . . . _____ %
b. Housekeeping . . . . . _____ %
c. Child care . . . . . _____ %
d. Instructional . . . . . _____ %
e. Other (specify: _____
_____) _____ %

Total = 100%

44. **(Instr. 30A)** If the aide or volunteer performs in an instructional role, what proportion of the aide's instructional time *should* be spent working with students in these ways?

a. Individual tutoring .... _____ %
b. Working with small groups ..... _____ %
c. Teaching class as a whole ..... _____ %
d. Other (specify: _____ _____) _____ %

Total = 100 %

45. **(Instr., 32A)** How important *should* helping students with personal and vocational problems be in the teacher role?

Not Important						Very Important
1	2	3	4	5	6	7

46. **(Instr., 59A)** There are many possible goals that an ABE program might help adult students to achieve. *Rank* the goals below in terms of their importance *to you* by writing the number *1* in the space next to the most important goal, number *2* next to the second most important goal, and so on for all six goals.

ABE Goals	Rank
a. Increased self-confidence of students	_____
b. Completion of 8th grade equivalency	_____
c. Increased competency in language skills	_____
d. Preparation for high school equivalency exam.	_____
e. Increased ability to cope with adult-life roles and problems	_____
f. Prepare students to meet special short-term goals (e.g., complete job application)	_____
g. Other (specify: _____)	_____

The remaining items deal with current practice related to instruction.

47. **(Instr., 12B)** What is the *current* proportional distribution of ABE classroom *facilities* between the following types of locations?

a. Adult education center used for clustered classes day and evening ..... _____ %
b. Scattered classes in school buildings, after school ..... _____ %
c. Scattered outreach classes in facilities of co-sponsors ..... _____ %
d. Other (specify: _____) ..... _____ %

48. **(Instr., 13B)** In every program, someone has primary responsibility for orienting new students to the program. In your program, who *now* has this responsibility (check one)?

_____ a. Director
_____ b. Teacher
_____ c. Lab Instructor
_____ d. Counselor
_____ e. Aide
_____ f. Other (specify: _____)

49. **(Instr., 14B)** Often, ABE programs make an initial assessment of student's achievement level. How is student entrance level *currently* assessed (check one)?

Assessment Method

_____ a. Standardized test
_____ b. Locally developed test
_____ c. Interview
_____ d. Combination of above
_____ e. No assessment made
_____ f. Other (specify:
_____)

50. **(Instr., 15B)** Regarding the initial assessment of student skill level, who *now* makes this assessment (check one)?

Staff Member

_____ a. No one
_____ b. Counselor
_____ c. Director
_____ d. Teacher
_____ e. Aide
_____ f. Lab instructor
_____ g. Other(specify:
_____)

51. **(Instr., 16B)** Regarding the administration of diagnostic placement tests, when are these *now* administered (check one)?

_____ a. Never
_____ b. At time of enrollment
_____ c. After enrollment, when student is ready

52. **(Instr., 17B)** Regarding the evaluation of student progress, how is student progress *currently* evaluated (check one)?

Evaluation Method

_____ a. Standardized achievement test
_____ b. Teacher summary evaluation
_____ c. Classroom tests
_____ d. Staff conference
_____ e. Combination of above
_____ f. Other (specify:
_____)

53. **(Instr., 18B)** What records of student progress in the ABE program *are* kept on file?

_____ a. Classroom test scores
_____ b. Standardized achievement test scores
_____ c. Teacher summary evaluation
_____ d. Other (specify:
_____)

54. **(Instr., 19B)** To what uses are student records put (for regular classes, learning lab, other sources)?

_____ a. Measure student progress in program
_____ b. Place students in classes
_____ c. Counsel students
_____ d. *Refer students* to other programs (educational), employers, etc.
_____ e. Other (specify:
_____)

55. **(Instr., 34)** Is any part of the instruction provided in your program individualized, that is, individually prescribed and placed?

_____ Yes _____ No

56. **(Instr., 35)** If yes, is such instruction provided in a more or less self-contained learning lab? (A learning lab is a separate instructional facility utilizing programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace.)

_____ Yes _____ No

57. **(Instr., 36)** If you have a learning lab, who is in charge of this facility?

_____
(Name of Lab Supervisor)

58. **(Instr., 63B)** Approximately how much gain in grade level *actually* occurs for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction (e.g., 1/2 grade level in reading, 1/4 grade level in math):

Beginning _____
Intermediate _____
Advanced _____

59. **(Instr. 65)** How satisfied are you with the extent to which your instructional program enables students to:

	Not Satisfied						Very Satisfied
Get a job	1	2	3	4	5	6	7
Go into a job-training program	1	2	3	4	5	6	7
Go on to further education	1	2	3	4	5	6	7
Achieve personal goals	1	2	3	4	5	6	7
Achieve educationally	1	2	3	4	5	6	7

Part 5: Collaboration

The items in this part deal with your *current* practice related to collaboration between your ABE program and outside organizations that co-sponsor classes and refer students.

60. **(Col., 1B)** Approximately what proportion of your ABE budget and of your administrative time is *currently* allocated for collaboration with outside organizations?

    a. Budget _____%
    b. Administrative time _____%

61. **(Col., 4)** During the past year, have you employed staff members whose primary responsibility is to act as a liaison between the ABE program and the community?

    _____ Yes _____ No

    If yes, how many (full-time equivalent)? _____ f.t.e.

62. **(Col., 5)** If yes, listed below are several functions commonly performed by liaison personnel. Rank the importance of these liaison functions for your own program by writing the number *1* in the space to the most important function, and so on for all functions listed. Add any other functions performed by liaison personnel in your program.

Liaison Functions	Rank in Order of Importance
a. Recruiting students	_____
b. Following up dropouts	_____
c. Providing feedback on the success of the ABE program in the community	_____
d. Establishing co-sponsorship	_____
e. Other (specify: _____)	_____

63. **(Col., 6)** Have you and your staff experienced any major conflict or problems in working with other organizations that co-sponsor classes, refer students, or sponsor their own basic education classes?

    _____ Yes _____ No

64. **(Col., 7)** *If yes,* describe the major problems in working relationships and why they seem to occur.

65. **(Col., 8)** During the past year, to what extent has your program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

Little or No Extent						Great Extent
1	2	3	4	5	6	7

66. **(Col., 9)** Co-sponsored classes may terminate for any number of reasons. Rank the following reasons for terminating according to their frequency in your own program by writing the number *1* in the space next to the most frequent reason for termination, number *2* next to the second most frequent reason, and so on for all reasons listed. Add any other reasons why co-sponsored classes are terminated in your program.

Reason for Termination	Rank in Order of Frequency
a. Enrollment declines below the minimum needed to continue class	
b. The educational needs of the co-sponsor are met and classes are no longer needed	
c. A teacher cannot be found to instruct the class	
d. The co-sponsor makes demands on the program that are too costly to meet	
e. Other (specify: _____)	

67. **(Col., 10B)** Listed below are some benefits that ABE programs may gain from co-sponsorship of classes and collaboration with agencies that refer students. Rank the importance of the benefits that your program *actually receives* by writing the number *1* in the space next to the most important benefit, number *2* next to the second most important benefit, and so on for all benefits received.

Benefits of Collaboration	Rank in Order of Importance
a. Recruitment of students through co-sponsored classes	
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation)	
c. Extension of ABE to hard-to-reach segments of the target population through co-sponsored classes	
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	
e. Obtaining additional operating funds through co-sponsorship arrangements	
f. Provision of feedback about your program through interaction with collaborating organizations	
g. Increased community support for ABE through collaboration with other organizations	

68. **(Col., 12B)** Listed below are five disadvantages sometimes incurred by ABE programs as a result of co-sponsorship of classes and collaboration with agencies that refer students. Rank the magnitude of the disadvantages that your program *actually incurs* by writing the number *1* in the space next to the greatest disadvantage, number *2* next to the second greatest disadvantage, and so on for all disadvantages incurred.

Disadvantages of Collaboration	Rank in Order of Magnitude of Disadvantage
a. Loss of program flexibility as a result of collaboration	
b. Decrease in administrative autonomy as a result of collaboration	
c. Collaboration results in serving students not representative of target population the program is trying to reach	
d. Increase in unit cost (per instructional hour) as a result of collaboration	
e. More of your time than desirable spent on arranging for and administering collaborative efforts	

Part 6: Goal-Setting

The items in this part deal with your *current* practice related to the process by which decisions about goals, priorities, and policies for the ABE program are made.

69. **(Goal, 1B)** What persons or groups *currently* have the most influence on setting local ABE program goals?

70. **(Goal, 2B)** What role does each person or group typically play in the *current* goal-setting process?

71. **(Goal, 4B)** There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below actually influences the goals and priorities of your program.

Factors	Extent of Influence: Little or None						Great
a. State ABE plan	1	2	3	4	5	6	7
b. General population characteristics	1	2	3	4	5	6	7
c. Other ABE programs in the community	1	2	3	4	5	6	7
d. Expectations of participants	1	2	3	4	5	6	7
e. Relations with school systems	1	2	3	4	5	6	7
f. GED exam	1	2	3	4	5	6	7
g. Expectations of the community	1	2	3	4	5	6	7

72. **(Goal, 5)** In what specific ways has the state plan *actually* influenced program goals and priorities?

73. **(Goal, 3B)** In what ways do working relationships between the ABE unit and collaborative organizations *currently* influence the goal-setting process?

74. **(Goal, 6B)** What does your ABE unit *currently* have by the way of a written statement of goals?

75. **(Goal, 7)** Which of the following policy decisions related to program goals and priorities have actually been made or modified during the past year or so in your local ABE program? (Check all that apply.)

_____ Definition of target population
_____ Selection of student recruitment strategy
_____ Formulation of criteria for staff selection
_____ Determination of relative emphasis on various instructional areas
_____ Determination of strategies for obtaining community support
_____ Decision on degree of centralization vs. decentralization of class locations
_____ Policy related to collaboration with community groups and organizations
_____ Other (specify:

For *each* policy decision checked, complete a copy of the Goal-Setting Process Form.

Teacher Questionnaire

Instructions to Respondents

This questionnaire is part of an evaluation study. The purpose of the study is to provide information that will be useful in improving your ABE program.

Your responses will be kept strictly confidential. You need not sign your name on the completed questionnaire. All results will be reported in summary form.

You will find that many items in this questionnaire contain two parts, e.g., 2A, 2B. One part refers to intended practice—what *should* and could take place, e.g., *should* ABE teachers place great emphasis on teaching coping skills? The other part of the item refers to *current* practice—what *actually happens* in the classroom or the program as a whole, e.g., do you *now* place great emphasis on teaching coping skills?

This questionnaire should take about 30 minutes to complete. Please do not discuss the questions with your colleagues. Feel free to write your responses in your own words if the forced choice options do not fit your situation.

Your contribution to this study is vitally important.

Sample Items

CHECKMARKS: Place checkmark on the line in front of the appropriate answer. Unless otherwise specified, make a checkmark *in one space only*.

Sample #1:

Do you currently teach in an ABE program? ✓ Yes
____ No

SCALES: Circle one number only. If a question contains more than one scale, circle one number *in each scale*.

Sample #2:

Please indicate the extent to which you agree or disagree with the statements below.

	Disagree						Agree
ABE should be limited to adults over 16	1	2	3	4	5	(6)	7
ABE students should be charged tuition	1	2	(3)	4	5	6	7

PROPORTIONS: Write in the proportion (percent) in the appropriate space. Column totals should equal 100%.

Sample #3:

What proportion of your students is in each age category below?

Age Category	Proportion
under 20	10 %
20-29	20 %
30-39	35 %
40-49	25 %
50 or older	10 %
	Total = 100%

RANK ORDERING: Rank *all items listed*, assigning 1 to the highest rank, 2 to the next highest, 3 to the third highest, and so on for all items.

Sample #4:

Rank order the importance to you of each of the following renovations by writing 1 in the space next to the most important renovation, 2 next to the second most important, and 3 next to the third most important.

New lighting..... 3
More blackboards.... 1
New, larger desks.... 2

Part 1: Staffing

1. **(Staff., 9)** When you were first hired as an ABE teacher, what had been your previous occupation (check one)?

   a. _____ Employed by a public school system
   b. _____ Employed in business or industry
   c. _____ Employed as a housewife
   d. _____ Employed in some other capacity (specify: _____)
   e. _____ Unemployed

2. **(Staff., 15)** This question is concerned with your relationships with other teachers and staff members. For each category of staff member listed below, indicate whether your *general relationship* with staff in that category is very satisfactory, moderately satisfactory, or unsatisfactory (circle number in appropriate column).

	General Relationship			
Staff Category	Not Applicable	Unsatisfactory	Moderately Satisfactory	Very Satisfactory
a. Other Teachers	0	1	2	3
b. Aides	0	1	2	3
c. Counselors	0	1	2	3
d. Supervisors	0	1	2	3
e. ABE Director	0	1	2	3

3. **(Staff., 16B)** All things considered, how satisfied are you with your present position as an ABE teacher (check one)?

   a. _____ Very Satisfied
   b. _____ Moderately Satisfied
   c. _____ Dissatisfied

4. **(Staff., 17B)** How would you characterize your personal commitment to the goals of *this* ABE program (check one)?

   a. _____ Highly Committed
   b. _____ Moderately Committed
   c. _____ Uncommitted

Part 2: Instruction

5. **(Instr., 11)** Concerning the materials you use in your class:

	A. What proportions should be:	B. What proportions are:
a. Commercially published	_____	_____
b. Prepared or adapted by yourself	_____	_____
c. Prepared or adapted locally	_____	_____

6. **(Instr., 13)** In every program, someone has *primary* responsibility for orienting new students.

Staff Member	A. In your program, who should have this responsibility? (check one)	B. In your program, who now has this responsibility? (check one)
a. Director	_____	_____
b. Teacher	_____	_____
c. Lab instructor	_____	_____
d. Counselor	_____	_____
e. Aide	_____	_____
f. Other (specify: _____)	_____	_____

7. **(Instr., 14)** Often, ABE programs make an initial assessment of the student's achievement level.

Assessment Method	A. How should student entrance level be assessed (check one)?	B. How is student entrance level currently assessed (check one)?
a. Standardized test	_____	_____
b. Locally developed test	_____	_____
c. Interview	_____	_____
d. Combination of above	_____	_____
e. No assessment	_____	_____
f. Other (specify: _____)	_____	_____

8. **(Instr., 15)** Concerning this initial assessment:

Staff Member	A. Who should make this assessment (check one)?	B. Who now makes this assessment (check one)?
a. No one	_____	_____
b. Counselor	_____	_____
c. Director	_____	_____
d. Teacher	_____	_____
e. Aide	_____	_____
f. Lab Instructor	_____	_____
g. Other (specify: _____)	_____	_____

9. (Instr., 16) Regarding the administration of diagnostic placement tests:

	A. When should these tests be administered (check one)?	B. When are these tests now administered (check one)?
a. Never	_____	_____
b. At the time of enrollment	_____	_____
c. After enrollment, when student is ready	_____	_____

10. (Instr., 17) Regarding the evaluation of student progress:

Evaluation Method	A. How should student progress be evaluated (check one)?	B. How is student progress currently evaluated (check one)?
a. Classroom tests	_____	_____
b. Standardized achievement tests	_____	_____
c. Teacher summary evaluation	_____	_____
d. Staff conference	_____	_____
e. Combination of above	_____	_____
f. Other (specify: _____)	_____	_____

11. (Instr , 18) Regarding records of student progress:

Student Records	A. What records should be kept (check as many as apply)?	B. What records of student progress are kept on file (check as many as apply)?
a. Classroom test scores	_____	_____
b. Standardized test scores	_____	_____
c. Teacher evaluations	_____	_____
d. Other		
(specify: _____)	_____	_____
(specify: _____)	_____	_____

12. (Instr., 20B, 21B, 22) If you use standardized achievement tests, are they administered at regular intervals?

_____ Yes _____ No

A. If yes, at what intervals? (check one)
_____ a. 100 hours of instruction
_____ b. 150 hours of instruction
_____ c. 200 hours of instruction
_____ d. Other (specify: _____)

B. Names of tests
_____
_____
_____
_____
_____

13. **(Instr., 63A)** Approximately how much gain in grade level do you *expect* for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction? (e.g., 1/2 grade level in reading, 1/4 grade level in math)

a. Beginning _____
b. Intermediate _____
c. Advanced _____

14. **(Instr., 23)** Most teachers emphasize some subjects more than others.

ABE Subjects	A. If you were free to decide, how much emphasis *would* you give to each of the following subjects? Little or No Emphasis						Great Emphasis	B. In your own ABE teaching, how much emphasis do you *actually* give to each of the following subjects? Little or No Emphasis						Great Emphasis
a. Arithmetic	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Reading, language skills	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Health education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Consumer education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Social studies, civics	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Ethnic or racial heritage	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

15. **(Instr., 24)** Instruction can be given to the class as a whole, or students can be grouped according to their problems, interests, or characteristics, or students can be taught individually.

A. In each of your classes, what is the approximate proportion of time that should be devoted to each of these methods of instruction?

Class	Type of Class (e.g. ESL)	Number of Students	Intended Proportion of Class Time: Teach Class as A Whole		Teach Students in Groups		Teach Students Individually	
#1	_____	_____	_____%	+	_____%	+	_____	= 100%
#2	_____	_____	_____%	+	_____%	+	_____	= 100%
#3	_____	_____	_____%	+	_____%	+	_____	= 100%
#4	_____	_____	_____%	+	_____%	+	_____	= 100%

B. Exclude from consideration all class time not actively devoted to instruction. Indicate about what proportion of that instructional time is devoted to these different methods of instruction.

Class	Type of Class (e.g. ESL)	Number of Students	Actual Proportion of Class Time: Teach Class as A Whole		Teach Students in Groups		Teach Students Individually	
#1	_____	_____	_____%	+	_____%	+	_____	= 100%
#2	_____	_____	_____%	+	_____%	+	_____	= 100%
#3	_____	_____	_____%	+	_____%	+	_____	= 100%
#4	_____	_____	_____%	+	_____%	+	_____	= 100%

Methods of instruction may be adapted to accommodate differences among students.

16. (Instr., 25, 26) Do you adapt your methods of instruction to accommodate differences among students?

_____ Yes _____ No

Methods of Instruction	A. How much emphasis do you feel *should* be placed on each of the methods of instruction listed below in order to accommodate differences among students? Little or No Emphasis						Great Emphasis	B. *If you do* currently adapt your instruction to accommodate differences among students, how much emphasis do you place on each of the following to accommodate these differences? Little or No Emphasis						Great Emphasis
a. Personally tutor individual students	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Group students with similar problems or interests together	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Send student to learning lab	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Use programmed materials	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

17. (Instr., 27) There are a number of ways that students participate in their instruction.

Type of Student Participation	A. To what extent *should* students participate in each of the following ways? Little or No Extent						Great Extent	B. To what extent do students *currently* participate in each of the following ways? Little or No Extent						Great Extent
a. Student recites	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Pairs or small groups of students practice skills together	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Small groups engage in problem solving	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Whole class participates in discussion	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Small groups engage in discussion	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Students ask questions	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Real or simulated learning situations (e.g., case studies, role playing, field visits)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
h. Planning or evaluating this educational program	1	2	3	4	5	6	7	1	2	3	4	5	6	7

18. (Instr., 28) Is there an aide or volunteer who works with you in your classroom?

_____ Yes _____ No

(*If no*, skip to question 23.)

19. **(Instr., 29)** There are many different duties which may be performed by an aide or volunteer:

Duties	A. What proportion of your aide's time *should* be spent performing these duties?	B. What proportion of your aide's time is *currently* spent performing these duties?
a. Clerical	_____ %	_____ %
b. Housekeeping	_____ %	_____ %
c. Child care	_____ %	_____ %
d. Instructional	_____ %	_____ %
e. Other (specify: _____ _____)	_____ %	_____ %
	Total = 100%	Total = 100%

20. **(Instr., 30)** If the aide or volunteer performs in an instructional role:

	A. What proportion of his/her instructional time *should* be spent working with students in these ways?	B. About what proportion of your aide's instructional time is *currently* spent working with students as follows?
a. Individual tutoring	_____ %	_____ %
b. Working with small groups	_____ %	_____ %
c. Teaching the class as a whole	_____ %	_____ %
d. Other (specify: _____ _____)	_____ %	_____ %
	Total = 100%	Total = 100%

21. **(Instr., 31)** If the aide or volunteer performs in an instructional role:

A. How important to the educational effectiveness of your classroom *should* he or she be?

Not Important 1 2 3 4 5 6 7 Very Important

B. How important to the educational effectiveness of your classroom is assistance of your *current* aide?

Not Important 1 2 3 4 5 6 7 Very Important

22. **(Instr., 32)** In addition to performing an instructional role, teachers may help students with personal and vocational problems.

A. How important *should* helping students with personal and vocational problems be in your role as teacher?

Not Important 1 2 3 4 5 6 7 Very Important

B. In actual practice, how important to your role as teacher *is* helping students with personal and vocational problems?

Not Important 1 2 3 4 5 6 7 Very Important

23. (Instr., 33) Teachers may talk privately with students about personal or vocational problems.

A. In a typical month, how many students *should* you talk with privately on personal and vocational problems?	B. Within the last month, about how many students *have you* talked to about their personal and vocational problems?
_____ Students	_____ Students

24. (Instr., 35, 37) In some ABE programs there is a learning lab which is a separate instructional facility utilizing programmed materials and in some cases instructional equipment designed to enable students to work individually at their own pace. Does the learning lab play any part in your students' instruction?

_____Yes _____No

	A. What part *should* it play in their instruction (check one)?	B. *If yes*, what part does it play in their instruction (check one)?
a. Used for remedial work for students referred by me	_____	_____
b. A regular part of the students' total program.....	_____	_____
c. Available to students who want it	_____	_____
d. None	_____	_____
e. Other (specify: _____ _____)	_____	_____

25. (Instr., 38) Concerning student work in the learning laboratory:

	A. How *should* work in the learning laboratory be co-ordinated with your classroom instruction (check one)?	B. *If yes*, how *is* work in the learning laboratory co-ordinated with your classroom instruction (check one)?
a. Students' lab work prescribed by me	_____	_____
b. All my students' work prescribed by the counselor	_____	_____
c. All my students' work prescribed by the lab instructor	_____	_____
d. Conference between myself, lab instructor and/or counselor	_____	_____
e. Not coordinated in any specific way	_____	_____

26. **(Instr., 59)** There are many possible goals that an ABE program might help students achieve.

A. *Rank* the goals below according to the degree of emphasis you feel *should* be placed on them by writing the number *1* in the space next to the most important goal, number *2* next to the second most important goal, and so on for all six goals.

B. *Rank* the goals below according to the degree of emphasis *actually* placed on them by writing the number *1* in the space next to the goal given the most emphasis, number *2* next to the goal given the second most emphasis, and so on for all six goals.

Goals of ABE Instruction	Rank	Rank
a. Increased self-confidence of students	_____	_____
b. Completion of 8th grade equivalency	_____	_____
c. Increased competency in language skills	_____	_____
d. Preparation for high school equivalency exam	_____	_____
e. Increased ability to cope with adult-life roles and problems	_____	_____
f. Prepare students to meet special short-term goals (e.g., complete job application)	_____	_____
g. Other (specify: _____ _____)	_____	_____

27. **(Instr., 63B)** Approximately how much gain in grade level *actually* occurs for typical students at the beginning, intermediate, and advanced levels for every 100 hours of instruction (e.g., 1/2 grade level in reading, 1/4 grade level in math)?

Beginning _____
Intermediate _____
Advanced _____

28. **(Instr., 64)** Approximately what proportion of your enrolled students are absent at any one class meeting?

_____ less than 10%
_____ 10-24%
_____ 25-49%
_____ 50% or more

29. **(Instr., 66)** What suggestions do you have about ways to improve instruction in your ABE program?

Part 3: In-Service Education

30. **(In-Ser. Ed., 5B)** Listed below are six approaches that may be incorporated in an organized program of in-service education. For each approach listed, indicate (1) the extent to which this approach has been emphasized in your own in-service education in *this* ABE program and (2) the value of the experience for you.

	No Emphasis					Great Emphasis		No Value					Great Value
a. Assignment to work in the classroom of a more experienced teacher	1	2	3	4	5	6	7	1	2	3	4	5	6	7
b. Participation in curriculum development	1	2	3	4	5	6	7	1	2	3	4	5	6	7
c. Coaching by supervisors or others	1	2	3	4	5	6	7	1	2	3	4	5	6	7
d. Workshops and conferences conducted by local ABE program	1	2	3	4	5	6	7	1	2	3	4	5	6	7
e. Workshops and conferences conducted by others outside your local ABE program	1	2	3	4	5	6	7	1	2	3	4	5	6	7
f. Participation in university courses related to your work in ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7	1	2	3	4	5	6	7

31. **(In-Ser. Ed., 21)** In the past year, about how many days have you devoted to participation in organized in-service education activities?

_____ Days

32. **(In-Ser. Ed., 22)** Concerning pre-service and in-service training for aides and volunteers:

A1. *Should* an aide or volunteer receive such training?

___Yes ___No

B1. Has your aide or volunteer received pre-service or in-service training?

___Yes ___No

A2. *If yes, should* teachers also attend these training sessions?

___Yes ___No

B2. *If yes,* were you also in attendance at these training sessions?

___Yes ___No

33. (In Ser. Ed., 24B) To what extent is each of the following a major outcome of *current* in-service education activities?

	Little or No Extent						Great Extent
a. Higher staff morale	1	2	3	4	5	6	7
b. Greater insight into students	1	2	3	4	5	6	7
c. Increased professional competence	1	2	3	4	5	6	7
d. Greater receptivity to future in-service education	1	2	3	4	5	6	7
e. Increased competence of trainers	1	2	3	4	5	6	7

Student Questionnaire

Directions for Teachers:

1. Please inform your students that a study is being conducted to help improve the program. The students themselves are not being evaluated, nor are they asked to evaluate you. All students are being asked to complete a questionnaire that asks for their opinions. The questionnaire is anonymous. Students do not have to sign their names.

2. Distribute the questionnaires to all students present. If necessary, read the questionnaire aloud to the class. Remind students to check *only one answer* to each question.

3. Please assist any students who are having difficulty completing the questionnaire.

4. After *all students* have completed the questionnaire, ask one student to collect them. Place the completed questionnaires in the pre-addressed envelope and return them to the administrative office.

Directions

This questionnaire asks what you thing about your adult education classes. Please say what you really think. You do not have to sign your name. Nobody will know who answered this questionnaire.

1. (Instr., 60) There are many reasons why adults want to get more education. What is your own *most important* reason for coming to adult education classes? (Please check *only one* line.)

_____ To be able to help my children with their schoolwork
_____ To get a job or a better job
_____ To learn the English language
_____ To get a high school equivalency diploma
_____ To improve myself by learning more
_____ Other - not listed above

2. (Instr., 61) If your answer to the last question was *Other*, what is the reason?

_____
_____

3. (Instr., 62) Considering your most important reason for improving your education, how much are these adult classes helping? (Please check *only one line.*)

_____ The classes are not helping at all
_____ The classes are helping me some, but not enough
_____ The classes are helping me a lot

4. (Instr., 56) Are you treated like an adult in these classes?

_____ Yes _____ No

5. (Instr., 57) Are these adult education classes relaxed and friendly?

_____ Yes _____ No

6. (Instr., 58) How do you feel about learning in these adult classes? (Please check *only one line.*)

_____ It is very hard. I am having a lot of trouble.
_____ It is sometimes hard, but I don't have too much trouble.
_____ It is not hard. I don't have any trouble.

7. (Instr., 66) If you have any suggestions about making this adult education program better, please write them here.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank you!

Co-Sponsor Questionnaire

Directions:

This questionnaire should be completed by the person in your organization who is most familiar with the classes that you co-sponsor with the ABE program.

1. What is the title of your organization?

2. What is your organization's business, purpose, or function?

3. What is your position within your organization?

4. To what extent were you personally involved in establishing ABE classes in your organization?

I was not Involved						I was Involved to a Great Degree
1	2	3	4	5	6	7

5. To what extent does your organization become involved in the day-to-day operation of ABE classes?

Is not Involved						Is Involved to a Great Degree
1	2	3	4	5	6	7

6. How did your organization determine that it needed ABE classes? (Check as many as apply.)

_____ An investigation of employee or membership records indicated a large number of undereducated adults.

_____ My organization's employees, membership, or clients requested ABE classes.

_____ My organization felt a need to upgrade employee skills.

_____ My organization contains a significant number of non-English speaking adults. ABE was needed to facilitate communication.

_____ My organization had not considered ABE, but the ABE director or his representative convinced us that it was a good idea.

_____ Other (specify)

7. Very briefly, how did your organization first learn of the ABE program?

8. (If an employer) do you offer your employees release time from work with pay to attend ABE classes?

_____ Yes
_____ No
_____ Does not apply

9. How successful have ABE classes been in accomplishing any of the following for your organization?

	Not Important for our Organization	ABE Classes Have Had No Success						ABE Classes Have Been a Great Success
Upgrading employee, member, or client skills	_____	1	2	3	4	5	6	7
Increasing employee, client, or membership proficiency in speaking English	_____	1	2	3	4	5	6	7
Increasing morale and building an esprit de corps among your membership, clients, or employees	_____	1	2	3	4	5	6	7
Affording membership, clients, or employees the opportunity to rise within your organization	_____	1	2	3	4	5	6	7

10. In what ways has the ABE program most benefited your organization (list)?

11. Have there been any significant drawbacks to co-sponsoring classes with the ABE program?

_____ Yes _____ No

12. *If yes*, please list:

13. When problems arise concerning ABE classes, whom do you usually contact?

_____ The ABE Director _____ The Teacher
_____ Other (specify: _____)

14. How would you rate the effectiveness of the ABE teacher?

Unsatisfied — Very Satisfied

1 2 3 4 5 6 7

_____ I am unable to rate the ABE teacher's effectiveness

15. In general, how satisfied with the ABE classes are the adults from your organization who participate in them?

Unsatisfied						Very Satisfied	
1	2	3	4	5	6	7	_____ I have no adequate knowledge of their satisfaction

16. When you decided to provide basic education classes for your membership, employees, or clients, why did you choose the ABE program (check as many as necessary)?

_____ Belief that the ABE program is the best available program providing basic education in our community.

_____ The ABE program provides its service free of charge.

_____ The ABE program was the only basic education program that we knew about.

_____ Our membership (clients, employees) wanted the ABE program.

_____ Other (specify: _____)

17. Additional Comments:

Forms

This section provides the basic forms for collecting evaluation data. Each form is organized to collect data from a specified source, as follows:

Form	Source
Program Statistics Form	Program records
Student Data Form	Annual report or student records
Teacher Data Form	Teaching staff or personnel records
Teacher Rating Form	Director or supervisor
In-Service Education Content Form	
Administrative version	Administrators
Teacher version	Teachers
Classroom Interaction Rating Form	Observation in classrooms
Co-Sponsor Data Form	Appropriate administrator of ABE unit
Goal Setting Process Form	Director

If a form seems well-suited, arrangements can be made for copies. If a form does not seem to fit, however, it should be modified so that it does. In making such changes, try to preserve the parallelism between the items on current practice in the forms and questionnaires and the items on intended practice in the interview guides.

Program Statistics Form

Some of the following can be obtained from program records:

1. (Rec., 12) What is your best estimate of the maximum number of *potential* ABE students in your city or service area? _____

2. (Rec., 13) What is the approximate total number of students who *currently* participate in your ABE program in a typical week? _____

3. (Rec., 14) What was your total annual enrollment for each of the past four years?

Year	Total Annual Enrollment
Last year	_____
19____	_____
19____	_____
19____	_____

4. (Rec., 15B) By the *sixth* week of class, beginning last fall, what proportion of the students who were enrolled at the first week were still active? _____%

5. (Instr., 1) How many teachers do you employ? _____

6. (Instr., 2) How many teachers are:

   Part time (less than 20 hours per week) _____

   Full time (20 or more hours per week) _____

7. (Staff., 18B; Instr. 3) What is your annual rate of teacher turnover?

   a. _____ 25% or more
   b. _____ 10-24%
   c. _____ less than 10%

8. (Instr., 4) How many classes are currently in operation? _____

9. (Instr., 5) How many classes are:

   ESL ..... _____
   Basic education (native born) .... _____
   Mixed ..... _____
   GED ..... _____
   Other (specify: ..... _____

10. (Instr., 6) How many classes are held:

    In public school facilities _____
    In other locations _____

11. **(Instr., 7)** How many classes are held:

During the day (before 5 p.m.) _____

In the evening (after 5 p.m.) _____

12. **(Instr., 8)** In practice, what is the minimum enrollment required for a class to continue? _____

13. **(Instr., 9)** How many hours per week do classes usually meet? _____

14. **(Instr., 10)** What is your current operating budget? $_____

15. **(Instr., 21B, 22)** If standardized achievement tests are administered at regular intervals in your program, please provide the following information:

A. Intervals between test administration (check one)

_____ a. 100 hours of instruction
_____ b. 150 hours of instruction
_____ c. 200 hours of instruction
_____ d. Other (specify: _____)

B. Names of tests:

_____
_____
_____
_____
_____

(Note: If results of these achievement tests have been analyzed for your use, please attach copy.)

The following materials will aid in evaluation and should be supplied if they are available:

A copy of your state plan
A copy of the most recent Annual Program Report
A statement of program objectives if they have been written down
A copy of your budget
A copy of any recent program evaluation reports
Copies of materials used for student recruitment
Job descriptions (if written) for the director, teachers, counselors, supervisors, aides, and other staff
Evaluations of recent in-service education sessions
A representative smaple of curriculum guides and instructional materials actually in use
Copies of any dropout studies

Student Data Form

If data for Annual Program Report required by the Adult Education Act of 1966 are tabulated and current, secure a copy of the report; otherwise, obtain the following data from student records, or, in a large program, from a random sample of student records.

Total number of students or _____
total in sample _____

1. By approximate grade level:
   a. Beginning (1-3) _____
   b. Intermediate (4-6) _____
   c. Advanced (7-8) _____
   d. GED (H.S. Equiv.) _____

2. By sex:
   a. Male _____
   b. Female _____

3. By age range:
   a. 17 or less _____
   b. 18-24 _____
   c. 25-34 _____
   d. 35-44 _____
   e. 45-54 _____
   f. 55-64 _____
   g. 65 and over _____

4. By race:
   a. White _____
   b. Black _____
   c. American Indian _____
   d. Oriental _____
   e. Other non-white _____

5. By ethnic group:
   a. Cubans _____
   b. Mexican-Americans _____
   c. Puerto Ricans _____
   d. Other _____

6. Migrant _____

7. Welfare recipients (estimate) _____

Teacher Data Form

Please complete this form in its entirety. It is designed to give basic information on the instructional staff of this ABE program. Please circle the appropriate answer.

A. Name: _____

Address: _____

_____

Class location: _____

Date: _____

B. Type of class I teach:

1. ESL (English as a language)
2. Basic Education for Native Born
3. Both ESL and Basic Education
4. Learning lab only
5. Other

C. My professional background is in:

1. Elementary Education (K-6)
2. Secondary Education (7-12)
3. Other education specialty (specify: _____)
4. Other

D. My ethnic background is:

1. White 2. Black 3. Hispano-American 4. Other

E. My sex is:

1. Male 2. Female

F. My age is:

1. Under 35 2. 35-49 3. 50 or older

G. My employment status in the ABE program is:

1. Part time (less than 20 hours per week)
2. Full time (20 hours or more)

H. I have had _____ years of *ABE* teaching experience.

Teacher Rating Form

Directions: The director or supervisor(s) should complete Section A of this form for each teacher who has a classroom or laboratory instructional assignment. Data for Sections B through H may be obtained from items B through H of the Teacher Data Form. Only one numbered item in each section should be circled. The number circled should be noted in the right margin.

SECT.		
A	**Overall Performance** All things considered, how would you rate the overall performance of _____ ? (teacher code number) 1. Poor 2. Fair 3. Good 4. Very Good 5. Excellent	
B	**Type of Class(es)** 1. ESL 2. Basic Education for Native Born 3. Both ESL and Basic Education 4. Learning Lab Only 5. Other	
C	**Professional Background** 1. Elementary Education (K-6) 2. Secondary Education (7-12) 3. Other Education Specialty 4. Other Background	
D	**Ethnicity** 1. White 2. Black 3. Hispano-American 4. Other	
E	**Sex** 1. Female 2. Male	
F	**Age** 1. Under 35 2. 35-49 3. 50 or older	
G	**Employment Status** 1. Part time (less than 20 hours) 2. Full time (20 hours or more)	
H	**Years of ABE Teaching Experience** 1. (1 year or less) 3. (3 years) 5. (5 years) 2. (2 years) 4. (4 years) 6. (6 or more years)	

In-Service Education Content Form
(Teacher and Aide Version)

Directions for Teachers and Aides:

Listed below are 16 topics which are often the focus of in-service education activities. *All teachers and instructional aides* should complete the second column on the right, "Current Priority for In-Service Need" for all 16 topics listed. *If you participated in ABE in-service education during the past year,* please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities you participated in; (2) for those topics which you checked, complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale.

Note: Indicate your staff role (check one)

_____ teacher
_____ aide
_____ other

	Topics	A Past Emphasis on In-Service Education (None 1 2 3 4 5 6 7 Great)	B Current Priority for In-Service Need (Low 1 2 3 4 5 6 7 High)
_____	a. ABE program orientation: objectives, procedures, current developments, plans, reports	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	b. Differences in teaching adults and children	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	c. Philosophy of adult education	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	d. Understanding the student population, culture of poverty, ethnic group differences	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	f. Methods of instruction: selecting, adapting, and using	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	g. Instructional materials and aids: selecting, adapting, and using	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	i. Discipline, class control, management of student failure, coping with lack of self-confidence	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	j. Counseling students in academic or personal matters	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	k. Working with aides and volunteers	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	l. Student recruitment and retention	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	m. Individualizing instruction	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	n. Improving human relations: teacher-student	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	o. Improving staff relationships within ABE	1 2 3 4 5 6 7	1 2 3 4 5 6 7
_____	p. Teaching "coping" skills: skills of urban living	1 2 3 4 5 6 7	1 2 3 4 5 6 7

In-Service Education Content Form
(Administrative Version)

Directions for Administrative Staff:

Listed below are 16 topics which are often the focus of in-service education activities. *Please complete the first column as follows:* (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities for staff members sponsored or prompted by your ABE program during the past year; (2) for those topics which you checked, complete the scale on "Past Emphasis in In-service Education" by circling the appropriate number on each scale. Next, *please complete the second column* to indicate your estimate of the priority of need for *most* ABE *teachers* at the present time, circling the appropriate number on each of the sixteen scales.

		A Past Emphasis on In-Service Education							B Current Priority for In-Service Need						
	Topics	None						Great	Low						High
____	a. ABE program orientation: objectives, procedures, current developments, plans, reports	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	b. Differences in teaching adults and children	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	c. Philosophy of adult education	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	d. Understanding the student population, culture of poverty, ethnic group differences	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	f. Methods of instruction: selecting, adapting, and using	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	g. Instructional materials and aids: selecting, adapting, and using	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	i. Discipline, class control, management of student failure, coping with lack of self-confidence	1	2	3	4	5	6	7	1	2	3	4	5	6	7
	j. Counseling students in academic or personal matters	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	k. Working with aides and volunteers	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	l. Student recruitment and retention	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	m. Individualizing instruction	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	n. Improving human relations: teacher-student	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	o. Improving staff relationships within ABE	1	2	3	4	5	6	7	1	2	3	4	5	6	7
____	p. Teaching "coping" skills: skills of urban living	1	2	3	4	5	6	7	1	2	3	4	5	6	7

Classroom Interaction Rating Form

Instructions:

1. Read each item carefully to become familiar with its content. This should be done prior to visits to ABE classrooms. Every effort has been made to word the rating scale descriptions as directly and explicitly as possible.

2. Before you visit a classroom, you should make certain that the instructor has been told that someone will be visiting his or her class. If on entering a classroom it becomes evident that you were not expected by the teacher, excuse yourself and inform the supervisor of the situation.

3. Ask the teacher to inform the class of the purpose of your visit, namely, "to find out how ABE classes are taught."

4. While the class is in progress, do not make notes or refer to your rating form. Only after you have left the classroom, enter your ratings on each scale. It is for this reason that thorough familiarity with each scale item is so important.

5. Return the completed form to the evaluation project supervisor.

1. **(Instr., 44)** *Teachers* vary considerably in the extent to which they *plan in detail* for learning activities. Some teachers plan plan every step of the lesson in advance. Others sketch out the major objectives. Still others seem to make no advance plans. To what extent did this class's learning activities seem to be planned in advance?

Seemed Not to Be Planned at All		Major Objectives Seemed to be Planned But Not Details			Every Step Seemed to Be Laid Out in Advance	
1	2	3	4	5	6	7

2. **(Instr., 45)** Some classrooms appear to be *open* and free. Others are more controlled and regulated. Students may participate spontaneously, or only when the teacher clearly expects them to do so. How would you rate this class?

Controlled: Students Participated Only When Clearly Expected or Required					Open: Students Talked Spontaneously to Teacher and Among Themselves	
1	2	3	4	5	6	7

3. **(Instr., 46)** Adult students in classroom situations may become anxious and uncomfortable. One reason is that they may need help in their learning activities but are reluctant to ask for it. The kinds of help they might profitably use ranges from clarification of instruction to the detailed explanation of a point, to outright help in solving a problem. How *attentive* did the teacher seem to be to the *students' learning needs?*

Completely Inattentive to Students' Needs for Help in Learning Activities					Very Attentive to Students' Needs for Help in Learning Activities	
1	2	3	4	5	6	7

4. (Instr., 47) Students may become uninterested in what goes on in the class unless their interests and feelings are met. Students' interests may be accommodated by tailoring course content to specific needs or by the manner of presentation of more traditional content, e.g., through examples, references to everyday life. How much effort did the teacher put forth to accommodate students' interests and feelings?

Made No Attempt to Accommodate Students' Interests and Feelings						Continually Attempted to Meet Students' Interests and Feelings
1	2	3	4	5	6	7

5. (Instr., 48) Some students are naturally enthusiastic while others need to be aroused to participate in learning activities. To what extent did the *teacher evoke participation* in learning activities intended for the *class as a whole?*

Teacher Did Not Seem Able to Evoke Any Participation From Students						Teacher Evoked Enthusiastic Participation From Students
1	2	3	4	5	6	7

6. (Instr., 49) Some teachers hold students' attention; in other classes, many students are "miles away." To what extent did students remain attentive to classroom activities and work steadily?

Students Consistently Attentive and Worked Steadily						Students' Attention Wandered, Little Time Spent Actually Working
1	2	3	4	5	6	7

7. (Instr., 50) Because the subject matter of ABE classes is so similar to elementary and secondary school, there may be some tendency for ABE classes to be conducted like elementary or secondary school classes. To what extent did the teacher *treat students as adults* as opposed to treating them as children or adolescents?

Clearly Treated Students As if They Were in an Elementary or Secondary School Class						Clearly Treated Students as Adults
1	2	3	4	5	6	7

8. (Instr., 51) Overall, how *formally* was the class conducted? Did the teacher refer to students as Mr., Mrs., Miss? To what extent did the teacher act in a reserved, official manner, and expect the class to show deference?

Teacher Conducted Class Quite Informally						Teacher Conducted Class Very Formally
1	2	3	4	5	6	7

9. (Instr., 52) When it was appropriate, how frequently did the teacher make encouraging remarks to students or act in some other *positively reinforcing* way to students?

Never Gave Positive Reinforcement						At Every Opportunity, Gave Positive Reinforcement
1	2	3	4	5	6	7

10. **(Instr., 53)** During the class sessions, as students recite or talk, they may give wrong answers or show that they misunderstand, etc. The fear of failure in ABE students tends to be great. How did the teacher handle such situations? To what extent did the teacher attempt to *minimize a sense of failure* in the students?

Made Evaluations of Student's Performance so as to heighten his sense of failure						Made Evaluations of Student's Performance so as to minimize his sense of failure
1	2	3	4	5	6	7

11. **(Instr., 54)** To what extent was the *physical setting* of the class distracting? (For example, lighting, acoustics, outside noise, dirt, disrepair of furniture.)

Few or No Distractions			Typical Class-room Distractions			A Great Many Distractions
1	2	3	4	5	6	7

12. **(Instr., 55)** Were the teacher and students tuned in on the same wave length? Did each seem to know what the other was talking about? To what extent did they *understand each other?*

Almost Always Seemed to Be Talking Past Each Other						Deep and Complete Understanding of What Each Was Saying
1	2	3	4	5	6	7

Co-Sponsor Data Form

This form should be completed for *each organization* with which your program co-sponsors ABE classes. If, for example, your program co-sponsors ABE classes with three organizations, you should complete this form three times, once for each co-sponsoring organization. For some ABE programs with many co-sponsorship arrangements, it may be too time-consuming to complete this form for all co-sponsoring organizations. In such cases, the director may choose to select a sample that is representative of the whole and to complete this section only for those co-sponsoring organizations included in the sample. Whenever possible, it is recommended that the director complete this section for each co-sponsoring organization.

The first six questions in this section require certain information about the co-sponsoring organization that in many cases can best be obtained from records or files. If this information is not directly at hand, the director may want to obtain the assistance of a secretary or assistant in gathering it.

1. What is the name of this co-sponsoring organization?

2. What type of organization is it (e.g., hospital, prison, church)?

3. How many ABE classes are currently co-sponsored with this organization? ..... ____

4. For how many months have you co-sponsored classes with this organization? ..... ____

5. How many students are currently enrolled in classes co-sponsored with this organization? ..... ____

6. What types of classes are co-sponsored with this organization:
   - English as a Second Language ..... ____
   - Basic Education (native born) ..... ____
   - GED (H.S. Equivalency) ..... ____

7. Compared to typical ABE classes that are *not* co-sponsored, the class or classes co-sponsored with this organization:

a. Required more or less of the director's administrative time to establish	Less Time 1	2	3	4	5	6	More Time 7
b. Require more or less of the director's attention on a day-to-day basis	Less Attention 1	2	3	4	5	6	More Attention 7
c. Cost more or less in terms of cost-per-student	Cost Less 1	2	3	4	5	6	Cost More 7
d. Have a more or less favorable retention rate	Less Favorable 1	2	3	4	5	6	More Favorable 7
e. Are more or less representative of target population program is trying to reach	Less Representative 1	2	3	4	5	6	More Representative 7
f. Enhance or detract from the program's visibility in the community	Detract from Visibility 1	2	3	4	5	6	Enhance Visibility 7
g. Are easier or more difficult to staff	More Difficult to Staff 1	2	3	4	5	6	Less Difficult to Staff 7
h. Promote or detract from community support for ABE	Detract from Support 1	2	3	4	5	6	Promote Support 7

8. To what extent has it been necessary to modify instruction in classes co-sponsored with this organization in order to meet special needs?

Little or No Extent						Great Extent
1	2	3	4	5	6	7

9. Does this co-sponsor provide services that support classroom instruction such as child care, transportation of students, counseling, or special incentives for students to attend classes?

_____ Yes _____ No

10. *If yes,* briefly list services or incentives.

11. In your judgment, how important to this co-sponsor organization are the services that the ABE program provides?

Little or No Importance						Great Importance
1	2	3	4	5	6	7

Goal-Setting Process Form

Complete this form for each policy decision checked in item 7 of Goal-Setting (question 75 of Director Questionnaire).

1. With what did this policy decision deal? (Target population, recruitment, staff selection, etc.)

2. In general, how was this issue resolved?

3. What was your own role?

4. Who else was involved (individuals and groups)?

5. What was their role?

6. What were the major influences on the resolution of the issue?

7. What was done to encourage support for the outcome?

APPENDICES

APPENDIX A

Annotated Bibliography on Evaluation Methods

(Basic references are designated by an asterisk*)

American Institutes for Research. (1970) *Evaluative Research: Strategies and Methods.* Pittsburgh: AIR. (Seminar proceedings on aspects of program evaluation, including specification of goals, measuring outcomes, and evaluation as a process.)

Bloom, Benjamin S., et al., (1956) *Taxonomy of Educational Objectives. Part I. The Cognitive Domain.* New York: Longmans. (Basic reference on categories of cognitive objectives and the preparation of evaluation items to assess the extent to which they are achieved.)

Bloom, Benjamin S., Hastings, J. T., and Madaus, George, (1971) *Handbook of Formative and Summative Evaluation of Student Learning.* New York: McGraw-Hill. (Emphasis on student achievement. See especially Chapter 6 on formative evaluation.)

*Byrn, Darcie et al., (1959) *Evaluation in Extension.* U. S. Federal Extension Service, Division of Extension Research and Training. Topeka, Kansas; H. M. Ives. (How-to-do-it book on evaluation procedures. Oriented toward Cooperative Extension Service but applicable to adult basic education.)

Cook, Desmond L., (1964) *An Introduction to PERT.* Columbus, Ohio: Bureau of Educational Research and Service. (Rationale for program evaluation in complex organizations as an adjunct to planning.)

*Corey, Stephen M., (1953) *Action Research to Improve School Practices.* New York: Bureau of Publications, Teachers College, Columbia University. (Rationale for program evaluation with emphasis on encouraging use of evaluation findings for program improvement.)

Gottman, John M. and Glasen, Robert E., (1972) *Evaluation in Education, A Practitioner's Guide.* Itasca, Illinois: F. E. Peacock Publishers, Inc. (A guide to evaluation procedures.)

Grobman, Hulda, (1968) *Evaluation Activities of Curriculum Projects.* AERA Monograph Series on Curriculum Evaluation, No. 2, Chicago: Rand McNally. (Rationale on ways to relate evaluation to curriculum development activities.)

Grotelueschen, Arden D., and Gooler, Dennis D., (1972) "Evaluation in Curriculum Development," *Curriculum Evaluation: Potentiality and Reality.* Curriculum Theory Network, The Ontario Institute for Studies in Education. (Essay on use of evaluation for program improvement.)

House, Ernest R., (1972) "The Conscience of Educational Evaluation," *The Teachers College Record,* February. (Discussion of thy problems implicit in evaluation of educational programss. How educators determine the social worth of educational programs by non-bias evaluation.)

Hyman, Herbert H., et al., (1955) *Application of Methods of Evaluation: Four Studies of the Encampment for Citizenship.* Berkeley: University of California Press. (Detailed report on extensive evaluation project.)

Hyman, Herman H., and Wright, Charles R., (1967) "Evaluating Social Action Programs," in Paul Lazarsfeld, et al. (Eds.), *The Uses of Sociology.* New York: Basic Books, pp. 741-783. (Rationale for evaluation of ongoing programs. Emphasis on continuity, replication, and longitudinal study.)

Kempfer, Homer, (1955) *Adult Education.* New York: McGraw-Hill. (Chapter 15, on "Overall Program Evaluation," contains practical suggestions for program evaluation.)

Kirkpatrick, Donald L., (1967) "Evaluation of Training," in R. L. Craig and L. R. Bittell (Eds.), *Training and Development Handbook*. New York: McGraw-Hill. (Rationale for evaluation of work-related continuing education programs.)

Knox, Alan B., (1969) "Continuous Program Evaluation," Chapter 18 in *Administration of Continuing Education*. Washington, D. C.: National Association for Public School Adult Education. (Rationale for administrative role regarding decisions about evaluation component of continuing education programs.)

Knox, Alan B., (1971) *Program Evaluation in Adult Basic Education*. Tallahassee: Florida State University Adult Education Research-Information Processing Center. (Framework for evaluation based on studies).

Krathwohl, David R., et al., (1964) *A Taxonomy of Educational Objectives II. The Affective Domain*. New York: McKay. (Basic reference on categories of affective objectives and the preparation of evaluation items to assess the extent to which they are achieved.)

Los Angeles Adult Administrators, (1962) *Study Guide for Self-Evaluation of Adult Schools*. Los Angeles: California Association of Adult Education Administrators. (An evaluation guide that lists for major program components the purposes and procedures for evaluation, criteria for judging, and space for visiting team to list strengths, weaknesses.)

*Mezirow, Jack D., Darkenwald, Gordon, and Knox, Alan B., (In Press), *Last Gamble on Education*. (Report on research project that described the functions of urban ABE programs.)

Miller, Harry L., (1964) *Teaching and Learning in Adult Education*. New York: Macmillan. (Basic text on learning, teaching, and program development in adult education. Chapter 10 on "Measuring the Effectiveness of Methods" provides rationale for evaluation in adult education.)

Miller, Harry L, and McGuire, Christine, (1961) *Evaluating Liberal Adult Education*, (CSLEA Reports, 309). Syracuse, New York: Syracuse University Press. (Rationale and instruments for evaluation in four topic areas in adult education. Can serve as exemplars for other topic areas.)

Payne, Stanley, (1951) *The Art of Asking Questions*. Princeton: Princeton University Press. (Basic reference on writing and revising questions for interviewing and preparation of questionnaires.)

Phi Delta Kappa Commission on Evaluation, (1970) "Educational Evaluation and Decision Making," *Phi Delta Kappan*. (Collection of viewpoints on evaluation.)

Phi Delta Kappa National Study Committee on Evaluation, (1971) *Educational Evaluation and Decision Making*. Itasca, Illinois: F. E. Peacock Publishers, Inc. (Based on Kappan issue.)

Provus, Malcolm, (1971) *Discrepancy Evaluation*. Berkeley, California: McCutcheon Publishing Co. (Rationale for approach to evaluation that emphasizes identification of gaps to be closed.)

Review of Educational Research, (1970) *Educatignal Evaluation*, (April), Vol. 40, No. 2. (Compilation of theory and research on educational evaluation. See especially Stake's chapter on "Objectives, Priorities, and Other Judgement Data," pp. 181-212.)

Rippey, Robert M., (1972) "Can Evaluation Be Integral to Innovation?" in Joel Weiss, (Ed.), *Curriculum Evaluation Potentiality and Reality*, Curriculum Theory Network Monograph Supplement. Ontario, Canada: Ontario Institute for Studies in Education. (Essay on use of evaluation results.)

Ronan, Daniel D., (1969) "The PERT System: An Appraisal of Program Evaluation Review Technique," in Herbert C. Schulberg, Alan Sheldon, and Frank Baker. (Eds.), *Program Evaluation in the Health Fields*. New York: Behavioral Publications, Inc. (Review of PERT as it is used for planning and evaluation.)

Scriven, Michael, (1967) "The Methodology of Evaluation," in *Perspectives on Curriculum Evaluation*, AERA Monograph Series on Curriculum Evaluation, No. 1. Chicago: Rand-McNally, pp. 39-82. (Rationale for evaluation methods.)

*Stake, Robert E., (1967) "The Countenance of Educational Evaluation," *Teachers College Record*, Vol. 68, No. 7, April, pp. 523-40. (Rationale for program evaluation that emphasizes systems analysis, comparison of what was intended with what occurs, and comparisons with external standards.)

Stufflebeam, Daniel L., (1968) "Toward a Science of Educational Evaluation," *Educational Technology*, July 30 issue. (Rationale for an approach to evaluation.)

Suchman, Edward A., (6967) *Evaluation Research: Principles and Practice in Public Service and Social Action Programs.* New York: Russell Sage Foundation. (Detailed rationale for use of evaluative research. Emphasis on external and summative.)

*Tyler, Ralph W., (1950) *Basic Principles of Curriculum and Instruction*, Syllabus for Education 305. Chicago: University of Chicago Press. (Classic rationale for program development including evaluation.)

*Tyler, Ralph W., (Ed.), (1969) *Educational Evaluation: New Roles, New Means.* National Society for the Study of Education, 68th Yearbook, Part II. (Compilation of chapters on various aspects of educational evaluation. Provides comprehensive overview.)

Verner, Coolie, and Booth, Alan, (1964) *Adult Education.* New York: Center for Applied Research in Education, Chapter 6, "Evaluating the Activity." (Overview of evaluation of adult education.)

*Weiss, Robert S. and Rein, Martin, (1969) "The Evaluation of Broad-Aim Programs: A Cautionary Case and a Moral," *The Annals of the American Academy of Political and Social Science: Evaluating the War on Poverty.* Philadelphia: The American Academy of political and Social Science, Vol. 385, pp. 133-142. (Case report that explores problems with the evaluation of programs with general objectives.)

APPENDIX B

External Standards

Section 1: Introduction

The purpose of this Appendix is to provide information about external standards that can be used to help interpret the results of an evaluation of a local ABE program. External standards provide points of comparison that enable evaluators to better understand conclusions about the way the program functions. External standards can also be used to determine whether the goals, aspirations, and intents of a local ABE program seem to be among the most excellent, worthwhile, and effective for which to strive. The standards may be relative, such as comparable descriptions of similar ABE programs; or they may be absolute, such as the highest possible score on an achievement test.

External standards can be obtained from various sources. Because they are usually prepared for other purposes, they tend to be scattered and hard to locate. Sources of external standards can be usefully sorted into six categories—ABE evaluation reports, other evaulation reports, research reports, summaries of expert opinion, official guides, and essays.

The remainder of this Appendix contains highlights from these various sources of external standards. These highlights are grouped according to the program components described in earlier sections. The highlights were selected as useful illustrations of external examples related to criteria that are especially important in their particular circumstances.

A major source of external standards is a series of research studies on urban ABE programs conducted at Teachers College, Columbia University, by Mezirow and associates. Because the total series of national studies and two of the national questionnaire surveys are referred to repeatedly in this Appendix, the following brief titles will be used. The total series will be called the Teachers College ABE Study,[1*] a national questionnaire survey of urban ABE directors will be referred to as the Administrator Survey,[2] and a national questionnaire survey of urban ABE teachers will be called the Teacher Survey.[3]

Section 2: Recruitment

This section contains information about outside experience and opinion that can be used to interpret local evaluation findings on recruitment of students. Highlights include information on the most used and most effective recruiting methods, the training of recruiters, the importance of making it easy for new recruits to enter an ABE program, and the persistence rate of new enrollees.

An Administrator's Survey was conducted in 1971 as part of a research study on adult basic education in the inner city. The survey questionnaire was completed by 100 ABE directors in cities of 100,000 population or more. Directors were asked about the means they used to recruit students into their programs, and how effective their methods seemed to be. The degree of use and perceived effectiveness were rated on seven-point scales. The results, presented below, constitute a reference point for comparing program practice in a specific program with nationwide norms of ABE program practice. To make the results easier to interpret, the seven-point scale was in each case condensed into three categories.[1]

Question 38: To what degree do you rely on the following means to recruit ABE students?

	PERCENT OF DIRECTORS		
Means of Recruitment	Little or no degree	Moderate degree	Great degree
Announcements in mass media	11%	43%	45%
Flyers, posters, mailings	9	45	47
Referrals from welfare, employment, and other agencies	4	52	44
Word of mouth	4	25	71
Recruitment by co-sponsoring groups	16	50	34
Direct recruitment by teachers, supervisors, or counselors	10	57	34
Organized recruitment by current ABE students	40	40	20
Local residents used as recruitment aides	44	36	20
Staff member assigned to recruitment	55	20	24

*Endnotes are located at the end of this appendix.

Question 39: Based on your own experience, how would you rate the effectiveness of each of the following methods of recruiting ABE students?

Means of Recruitment: Rated Effectiveness	PERCENT OF DIRECTORS (WEIGHTED) Not effective	Moderately effective	Very effective
Announcements in mass media	15%	64%	21%
Flyers, posters, mailings	18	63	20
Word of mouth	0	34	66
Recruitment by co-sponsors	11	57	32
Direct recruitment by teachers, supervisors, and counselors	10	59	31
Organized recruitment by current ABE students	13	56	30
Local residents used as aides	31	44	25
Staff member assigned to recruitment	28	36	36

Highlights of these findings from the Administrative Survey show that word of mouth was the method of recruitment which was used to the greatest degree and also was perceived as most effective. Two other means perceived by directors as relatively effective were (1) recruitment by co-sponsors, and (2) direct recruitment by teachers, supervisors, or counselors. The assignment of a staff member to recruitment was seen as effective by a large proportion of administrators (36%), but almost as many (28%) believed that this means of recruitment was not effective.

The importance of word of mouth and referrals is confirmed by other research findings. The joint Information and Training Services/U.S.O.E. report on "Educationally Deficient Adults"[2] states:

> Those (practices) found most effective in the judgment of program administrators were employment service referrals, social agency referrals, and personal interviews.

Jack Bobay, speaking at the ABE Administrators Workshop at Northern Illinois University in 1967, stressed the importance of word-of-mouth recruitment when he stated:

> Probably the best recruiter we have is the teacher who does such a superior job of winning the confidence and respect of the students that the student wants to share this experience with his friends. Word of mouth publicity by satisfied students is the most effective recruiting process.[3]

The Florida State University Research Information Processing Center has drawn together research and information relevant to problems of recruitment faced by ABE administrators. Excerpts from their recommendations follow.[4]

> . . . . the greatest amount of recruitment activities has centered on the mass media approach . . . In the . . . mass media approach three elements are crucial. *Is the message realistic for the desired audience? Is the message portrayed in a manner which will enhance its acceptance by the desired audience? Is the Message getting through to the desired audience?*
>
> For the message to be realistic, ABE must be related to the relevant life concerns, problems and interests of the audience . . . For the message to be acceptable requires not only that it be realistic but that it be conveyed in a positive manner. Who delivers the message on television and over the radio? Is it done by credible people—those with whom the target groups can identify? . . . For the message to reach those for whom it is intended, it must be delivered in a manner consistent with the viewing and listening habits of our target clientele. . . .
>
> All individuals associated with the local ABE program share responsibility for promoting the personal contact between the program and the potential participants. Local directors and their assistants can become directly involved by speaking to special interest group meetings and gatherings . . . They may become indirectly involved by setting up mechanisms for personal recruitment efforts. . . .

Teachers contribute indirectly to recruitment efforts by providing quality learning experiences in the ABE programs . . . Also, teachers may encourage current ABE students to bring in potential participants to see the "adult school."

Administrators can support and encourage efforts by ABE students to form clubs to recruit their friends and neighbors into ABE classes. Teachers, too, can assist in formalizing such a mechanism by providing class time and energy for these undertakings.

Only one recommendation seems appropriate for the trial stage. This related to the ease with which new enrollees can enter into an ongoing ABE learning experience.

The FSU research report also had this to say about the recommended characteristics and training of recruiters. (Recruiters, as shown by the results of the administrator's survey cited above, may be seen as either very effective or very ineffective.)

. . . . Characteristics of recruiters which research has shown to be related to adults' decisions to enroll in ABE:

1. Perceived commonality with a target group (ethnic background and community affiliation) which contributes to identification as "one of us."

2. Knowledge of the available programs (objectives, curriculum, relevance and appropriateness to student concerns, potential advantages and drawbacks, and the relationship with other educational, social, and political endeavors).

3. Knowledge of other community resources which might affect the adult's decision to enroll and continue (transportation, child-care facilities, health clinics).

4. Knowledge of community characteristics peculiar to the various geographical areas in which he is working (political structure, crime rate, sites of local clubs and their influence, etc.).

5. Ability to communicate effectively with the target group (listens, speaks accurately, reacts in a positive and constructive manner).

6. Ability to identify with the target group (empathy).

7. Sincere desire to assist others to develop their full potential as individuals and societal members.

8. Commitment to the ABE program and its success.

9. Willingness to learn more about self, about others, about the program and about the community.

Many special demonstration projects have utilized paraprofessionals with a great deal of success . . . Other projects have utilized the total range of possibilities, e.g., teachers, teacher-aides, students, and volunteers for civic, social, and political groups, VISTA, and Neighborhood Youth Corps personnel . . . Individuals with the most preferred characteristics should be sought no matter which alternative or combination of alternatives are selected. Finally, training should focus on developing those characteristics mentioned earlier.

Dropout rate can be an indirect indicator of recruitment effectiveness as well as program efficacy. In the Teacher Survey,[5] teachers reported the approximate proportion of their students that had dropped out after the first five weeks of class.

Proportion of Students Droppint Out	Percent of Teachers Responding
Less than 10%	37.8%
10 – 24%	40.0%
25 – 49%	16.9%
50% or more	5.3%

The dropout rate reflects various factors, including extent of fit between student expectations and program functioning. Anderson[6] concluded from a literature review that many educational programs for disadvantaged adults provide a poor fit for the target population they purport to reach. In the evaluation of the student recruitment process, it would seem well to consider both the effectiveness of recruitment methods in producing enrollments, and the fit between those who do enroll and the ABE program, which is partly reflected in the dropout rate.

There are, of course, additional important aspects of the recruitment component for which no information about external standards has been provided. Examples include data on typical relationships between the number and characteristics of people in the target population; size of current ABE enrollment, and potential for expansion of enrollment; data on typical extent of program visibility in target neighborhoods and positiveness of program image; and typical proportion of ABE budget and administrative time devoted to recruitment.

Section 3: Staffing

This part of the Appendix on external standards contains information about outside experience and opinion related to staffing that can be used to interpret local evaluation findings for this program component. The highlights in this part include sources of ABE teachers, typical qualifications of teachers, selection criteria, teacher characteristics, teacher satisfaction (as reflected in opinions), and turnover.

One staffing task is the identification of the pool from which ABE teachers will be drawn. The findings from the Teacher Survey showed that 80% of ABE teachers are part-time; 20% work fulltime (20 or more hours per week) in ABE. Of these part-time teachers, a significant majority held full-time jobs as elementary or secondary school teachers. Detailed findings were as follows:[1]

Full-time Position	Percent of part-time ABE teachers having this full-time position.	Percent of full-time ABE teachers who had this as their last full-time position.
Elementary School Teacher (K-6)	29.0%	26.6%
Secondary School Teacher (7-12)	25.6	23.2
Guidance Counselor	3.0	2.0
School Administrator or Supervisor	5.0	3.8
Housewife	18.5	7.4
Other	19.0	36.9

Richard Burnett, in an article on "Basic Literacy Projects for Adults: A Reading Specialist's Comments," commented on the characteristics of ABE teachers with elementary and secondary school teaching backgrounds:

> The impressionistic reactions were that elementary teachers seemed to be better able to teach in small steps, to program the learning more in small increments, to draw out their students more with a greater pupil involvement in class activities, to make more use of demonstration, to be more likely to teach individuals rather than teach to the group. Secondary prepared teachers tended to lecture more than elementary teachers, to focus on larger concepts without giving heed to building small mechanical skills, and to teach to the group without making allowances for individual differences in readiness to learn or in the amount of practice required for mastery of a specific principle.[2]

Greenleigh Associates, in a study of four ABE learning systems, which compared the performance of different types of teachers (e.g., certified teachers, B.A. generalists, high school graduates) in using the different systems, found that

> Certified teachers had most skill in dealing with learning problems, grouping students, and classroom management. This did not lead to greater effectiveness as measured by student gain scores.[3]

In a summary of current practice in urban ABE programs, the first annual report of the Teachers College ABE Study stated that:

With few exceptions, teaching in ABE constitutes an attractive and lucrative form of moonlighting, a part-time involvement and commitment for public day school teachers who are usually given priority in recruitment. Training in remedial reading is considered a special asset. Certification requirements limit hiring teachers from outside the system to those with previous professional training, usually experienced teachers whose family responsibilities preclude full-time employment. ABE teachers may be required to have taught in the city for a specified period.

There is a widespread assumption that the most relevant qualification for teaching in ABE—especially basic education classes as opposed to ESL—is experience teaching reading and arithmetic in the elementary school.

So elementary school teachers are most frequently selected. High school teachers are more common in ESL classes. Some officials feel that secondary school teachers find it more difficult to relate to students in individualized instruction. The wide-spread assumption about the advantages of using elementary school teachers in ABE is tempered by a common and justifiable concern that in itself this experience is not sufficient.

Previous training or experience in teaching adults in considered an important asset. There is common concern over the dearth of relevant graduate training for ABE teachers.[4]

What criteria are used for hiring teachers? The Administrator Survey included an item on the importance of various factors in their decision to hire an ABE teacher. The distribution of responses was as follows:[5]

Factors in Decision to Hire	PERCENT OF DIRECTORS		
	Not Important	Moderately Important	Very Important
Previous experience teaching adults	6%	47%	47%
Commitment to ABE goals	2	18	80
Coursework in adult education	21	61	19
Elementary education experience	8	59	32
Racial or ethnic background similar to ABE target population	15	54	31
Personality traits judged desirable in an ABE teacher	0	9	90

The results of this survey show that two factors are judged to be of major importance: teacher personality traits and commitment to ABE goals. These factors are supported in the literature. For instance, Greenleigh Associates study concluded that

> . . . teachers for ABE should be selected for their warmth, interest, motivation, flexibility, understanding, and patience.[6]

Similarly, the NAPSAE report on their Survey of Adult Basic Education in New Hampshire stated:

> Though training is crucial, it is most important that ABE personnel be selected who really care about ABE students.[7]

How committed to ABE are ABE teachers? The Teacher Survey included the following item on satisfaction with ABE: "All things considered, do you find teaching in ABE very satisfying, fairly satisfying, not very satisfying, or not satisfying?" Responses were as follows:

Very satisfying	85.6%
Fairly satisfying	13.3%
Not very satisfying	0.8%
Not satisfying	0.2%

Most ABE teachers, then, appear to find their work very satisfying. The Teachers College ABE Study included the following description of ABE teachers:

> For most, motives are mixed. But the predominant reason for teaching in ABE is money. This is often a source of embarrassment, but is universally recognized . . . (Some) have different or more complex motives. Few who stay in the program fail to find rewards other than money alone. . .
>
> One major motive is service. Teachers see ABE as a unique chance to use their professional training as the cutting edge of significant social change—"where the action is" . . . Service motivated teachers include those who "want to be more than a teacher" to students. . .
>
> For whatever combination of these factors, most teachers are highly motivated and dedicated to teaching in ABE. There is a widespread realization that "you've got to sell yourself" to the students, and they try hard. . .[9]

Who are ABE teachers, anyway? According to the Teachers College ABE Study, "The average ABE teacher is white, in his late twenties or thirties, and teaches elementary school classes during the day."[10] The Teacher Survey included items on age and ethnicity. The responses are given below:[11]

Age	Percent of ABE teachers
Under 30	27.0%
30-39	27.9
40-49	22.9
50-59	16.4
60 or older	5.9

Ethnicity	Percent of ABE teachers
Puerto Rican-American	0.4%
Mexican-American	5.7
Black	28.8
White	63.9
Other	1.3

Regarding the use of minority group teachers, the Teachers College ABE Study noted that:

> . . . Administrators are clearly aware of the advantages of recruiting minority group teachers . . . Recruiting difficulties stem from the small numbers of college-trained minority group teachers in most public school systems. . .[12]

Regarding the lack of college-trained minority group members, there was a related finding in the Greenleigh study. They found that high school graduate ABE teachers were effective; and they state; that "Persons who are high school graduates should be considered an important resource and should be recruited. . ."[13]

Ethnicity of teachers (and other staff members) can be important. Systems Development Corporation, in a study of Job Related ABE, made the following recommendation:

> In general, as many staff members as possible should be direct or indirect representatives of the program's target population, to assist student motivation and communication, and to provide inputs to program evaluation and improvement.[14]

Paying particular attention to the language aspect of ethnicity, Greenleigh Associates made this recommendation:

> . . . Where feasible, multilingual teachers should be assigned to adult classes of students who have little or no proficiency with the English language or bilingual students assigned to permit a "buddy system."[15]

Whatever the importance of such characteristics as linguistic ability, ethnic background, training, and so forth, the crucial attributes of the effective ABE teacher appear to be related to personality. The importance of teacher attitude is summed up in this statement:

> Perhaps the most important contribution of these teachers was found in the attitude they brought to their work. They emphasized success and steady progress and made it clear that they expected every man to learn effectively and rapidly. This attitude spread to the students, who came to recognize and appreciate their ability to learn. Thus, the cycle began and continued; success brought confidence, and confidence brought further success.[16]

The data on teacher turnover from the Administrator Survey provide these indications of national experience:

Rate of Turnover	Percent of Directors Responding
Heavy (25% or more)	9%
Moderate (24-11%)	27%
Light (10% or less)	65%

There are, of course, additional important aspects of the staffing component for which no information about external standards has been provided. Examples include the roles of persons engaged in the staffing process, the extent of formality of the staffing process, typical arrangements for placement of new staff, and staffing procedures for persons other than teachers.

Section 4: In-Service Education

This part of the Appendix on external standards contains information about outside experience and opinion related to in-service education of staff that can be used to interpret local evaluation findings for this program component. The highlights of this part include criteria for staff development, typical methods of in-service education, sponsors of in-service education, content of in-service education, proportion of staff who participate, and perceptions of administrators and teachers regarding adequacy of in-service education for teachers.

The need for in-service education for ABE teachers is generally recognized. In listing the criteria for evaluation of ABE programs in North Carolina, the following criteria related to staff development and in-service education were included:

(1) Allocation of supervisory time to instructional improvement in the ABE program is commensurate with the size of the teaching staff and clientele.

(2) Personal records of supervisory activities are kept on file reflecting consistent efforts to improve ABE instruction.

(3) There is evidence of frequent and open communication regarding the supervisor-teacher relationship.

(4) Locally sponsored opportunities are provided for in-service training for ABE personnel.[1]

Here emphasis is on the importance of the supervisor, as well as the existence of locally sponsored and conducted in-service education programs in increasing the competence of instructional staff.

The administrators who responded to the Administrator Survey described current practice with regard to in-service education in ABE when they responded to the following:[2]

(1) Are ABE teachers *required* to take pre-service or in-service training of any kind?

78% Yes 21% No

(2) If Yes, which of the following options *will satisfy* the requirement? (check all that apply)

Single conference or workshop	28%
Two or more conferences or workshops	53%
Coursework in adult education	19%
Other	14%

(3) Approximately what proportion of the total ABE teaching staff has had pre-service or in-service training in ABE?

% of Teaching Staff	0	10	20	30	40	50	60	70	80	90	100
% Directors Responding		3%	1%	3%	2%	3%	3%	7%	11%	64%	

Four-fifths of all ABE programs require pre service and/or in-service training for ABE teachers. Only 10% of directors report that less than half of their instructional staff had participated in such training. Almost two-thirds of the directors reported 90% or more of their staff had participated. Conferences or workshops appear to be the most common form of in-service education, and most programs required in-service education attendance at two or more.

How satisfied are ABE teachers with the in-service education provided? Asked to agree or disagree with the statement, "The ABE administration does not provide adequate in-service education experiences,"[3] the response was as follows:

Strongly Disagree				Strongly Agree
1	2	3	4	5
34.7%	18.6%	22.1%	19.7%	12.3%

Almost one-third felt that available in-service education activities were inadequate to some degree. Just over one-third felt strongly that it was adequate, and an additional fifth felt almost as strongly that this was the case. However, what teachers perceive as "adequate" may not in fact be adequate for an excellent program.

While the foregoing questionnaire responses were focused on teachers, other categories of staff should also be included in ABE in-service education. Alan B. Knox, writing for the FSU Research to Practice series, stated:

> The undereducated adults who are the participants in ABE programs require an effective instructional staff if they are to persist and learn. Assistance is provided by several categories of instructional staff, including teachers, paraprofessionals, counselors, writers, and supervisors. Because they all perform the mentor role in interdependent ways, they should all be included in the programs of in-service education.[4]

Knox went on to discuss the relative virtues of in-service education conducted by the local program or by other agencies.

> ABE staff do and should participate in continuing education programs such as teacher training institutes conducted by universitites or professional associations. Such external programs have many advantages, such as accessibility of resource persons and exchange of new ideas. However . . . in-service education conducted by the unit of the school system or other institution that sponsors the ABE program (is an) organizational setting for continuing education (which) has unique potential for the translation of mentor understanding into improved practices. The result is greater achievement by ABE participants.[5]

Richard Burnett, in the article on Basic Literacy Projects for Adults cited earlier, said the following about the ABE teacher's need for in-service education:

> It seems that not only does the volunteer who is not a trained teacher need training in the rudiments of teaching reading, but that the professional teacher as well is likely to need such training before working with illiterate adults.[6]

Burnett spotlights one area for in-service education which he feels is of great importance:

> Clearly . . . teachers in a literacy project should be oriented to the sociological background of the students they are to teach. A realistic understanding on the part of the teachers of the living conditions of the enrollees, their educational and experiential backgrounds, their opportunities for recreation, and their aspirations for themselves and for their families will go a long way toward insuring an instructional program geared to meeting the real needs of adult illiterates.[7]

Of the teachers who responded to the Teacher Survey, approximately 80% had had pre-service or in-service training. Asked to indicate the specific type of training and degree of helpfulness of each, they responded as follows:[8]

	Percent who participated in this type of training	PERCENT RECEIVING THIS DEGREE OF HELP		
		Little or No Help	Some Help	Great Help
Local pre- or in-service workshop	68.4%	10.0%	47.8%	42.2%
Observation of experienced teachers	33.5	10.4	43.3	46.3
Coursework in adult education	29.1	8.7	39.0	52.3
Regional summer workshop	24.9	9.4	35.5	55.1

The aim of the in-service education program should be to have as much impact as possible on actual performance in the classroom, as this is where the ultimate outcome—improved student achievement—must be sought. In a working paper prepared for its regional workshops, the Teachers College ABE in the Inner City Project dealt with how to do this most effectively:

> Teacher performance will be most enhanced by training which focuses upon analysis of actual classroom performance with opportunity for practice and feedback in specific skill areas identified . . . ABE teachers need guided practice in personalizing abstract ideas, using learning groups, discussion and other methods of adult education to evoke student involvement. How to involve and motivate in the first and early meetings, ask questions, teach "coping" skills (including those involved in learning), prepare instructional materials and innovate in various instructional approaches are training priorities. Videotapes of ABE classroom instruction can be invaluable for teachers to learn to analyze commonalities and variations in the organization of instruction, of methods of mediating content with learner experience, patterns of social interaction, and the mechanisms of failure management and control. "Understanding the student population" should consist less of generalized insights about the culture of poverty from the literature and more of inquiry arising out of observed classroom behavior.[9]

There are of course additional important aspects of the component on in-service education of staff for which no information about external standards has been provided. Examples include: the typical proportion of the ABE budget and administrative time devoted to in-service education; administrative expectations of the results of staff development efforts; the history of prior staff participation in in-service education; arrangements for released time or extra pay for participation in in-service education; typical procedures for planning in-service education; evidence of resultant improvements of staff performance; and evidence of improved staff morale.

Section 5: Instruction

This part of the Appendix on external standards contains information about outside experience and opinion related to instruction useful for interpreting local evaluation findings for this program component. The highlights in this part include criteria of excellent instruction, typical emphasis on various instructional methods, relative emphasis on content, typical sources of instructional materials, and use of evaluation procedures such as diagnostic and achievement tests.

Because the teaching-learning transaction is the core of the ABE program, there are more references in the literature related to instruction than to the other program components. Some references deal with the total ABE program, but focus on teaching, such as the monograph by Ulmer.[1] Other books, such as the ones by Ulmer and Dinnan,[2] and by Mangano,[3] focus more specifically on teaching of reading. Each of these contains many guidelines and recommendations that local evaluators can use to compare with their own evaluation results. Some reports based on research, such as the ones by Laffey,[4] and by Kreitlow,[5] contain generalizations that are useful to interpret local evaluation findings. With an increasing number of learning centers associated with ABE programs, a set of guidelines, such as the ones provided by Sherk and Mocker,[6] provide a source of external comparison.

In the instruction component, standards and norms of practice in the field may be general (e.g., curriculum organization, lesson planning) or more specific (e.g., characteristics of adult learner activity, adult classroom interaction).

A representative example of what might be called "general standards" is included among the criteria used for evaluating programs in North Carolina in 1971. The instructional criteria included:

> (15) There is evidence of some systematic plan for sequencing subject matter in the ABE classroom/learning lab.
>
> (17) There is available some document which sets forth and/or describes the local ABE curriculum and serves to guide and coordinate the total instructional effort.
>
> (18) The local ABE curriculum consists of offerings which are congruent with the backgrounds and needs of the clientele served.
>
> (19) The methodology and techniques employed in the learning situation are appropriate and consistent with the principles of adult learning.
>
> (26) Definite performance goals and standards have been established to guide the evaluation of students and provide direction for subsequent learning experiences.
>
> (33) Teachers have specific objectives outlined for each class meeting and have planned appropriate learning experiences to accomplish such objectives.
>
> (35) Instruction is characterized by its emphasis on the short-term goals with some specific learning objective(s) being realized during a given class meeting.
>
> (37) Instructional methodology and techniques employed are commensurate with the nature of the stated objectives.[7]

A major concern in ABE instruction is that ABE participants be treated as adults. Systems Development Corporation, in its study of Job Related ABE, stated in one of its recommendations:

> Instructional procedures, materials, equipment, etc. should be oriented to the particular adults to be instructed. The total program should be immediately meaningful to those adults, should be as enjoyable as possible, and should not resemble a program for children.[8]

The report went on to make this specific recommendation:

> The learner should be given as much responsibility as he can handle for his own learning goals, methods, evaluation, rates of progress and materials.[9]

Margaret Carroll suggested the following "teaching principles" which should be followed in ABE classrooms in a talk to ABE administrators:

> (1) The teacher listens, observes, suggests, evaluates, records, and gives approval as the student, (a) self-selects; (b) self-directs; (c) self-evaluates; (d) self-reports his own education opportunity, and (e) plans ahead for his own growth.
>
> (2) The question which the teacher uses in approving the student's selection of the educational situation is: "Will this permit the student to progress in content, process, or mode of inquiry, and values?"
>
> (3) The teacher trusts the students.[10]

The foregoing suggestions are concerned with the adult ABE participant as an autonomous, self-directing adult. They tend to deemphasize the traditional classroom student-teacher relationship in which the student sits in the seat and listens to the teacher lecture to the class as a whole, and put more stress on the student's ability to learn independently. This may be done individually, or in a group. ABE administrators, in the Administrator Survey, responded to a question regarding relative emphasis on various teaching techniques:[11]

	PERCENT OF DIRECTORS		
Instructional Technique	Little or No Emphasis	Some Emphasis	Great Emphasis
Instruction geared to entire class	33%	52%	15%
Instruction geared to small groups working at similar tasks or at similar grade levels	2	46	52
Instruction geared to individuals working alone	6	30	64

Over half of the administrators reported giving "great emphasis" to instruction geared to small groups. Why is this desirable, and how should it be carried out? A study of job related ABE that was cited earlier had the following to say about grouping students:

> Students should be grouped for effective mutual assistance and for social reinforcement of individual motivations. When possible, learning groups should contain students with similar backgrounds and goals but with somewhat diverse achievement levels. It is desirable for each group to include both newer and older students. Newer students should be assisted by the older students, to their mutual benefit and encouragement.[12]

This may be ideal, but what often happens, as shown in a report of research on ABE programs in the Chicago area, is:

> ... most teachers find themselves having to group on the basis of areas of difficulty within the class. Unfortunately, this grouping seems to be done rather haphazardly and solidifies into three (or two, or four) fairly inflexible groups ... One teacher said that he groups for different purposes: cursive writing, sight vocabularly, speaking vocabulary, and arithmetic skills. These groups are fluid in nature.[13]

A survey of ABE programs conducted jointly by U.S.O.E. and Information and Training Services reported that:

> All programs surveyed exhibited a combination of group and individual methods of instruction. Group methods used were ranked by frequency of use in this order: (1) group discussion; (2) demonstration; (3) commercial TV; (4) team teaching; (5) open circuit TV; and (6) miscellaneous talks by outsiders.

> Individual methods of instruction favored (1) tutorial; (2) self-study; (3) programmed instruction; (4) student; and (5) assigned homework.[14]

The combined use of groups and individual work may be characteristic of adult education in general. There are other desirable emphases in working with undereducated adults who have previously experienced failure in the classroom. Effective failure-management is an important skill for the ABE instructor. Systems Development Corporation makes this recommendation:

> Positive reinforcement methodologies should be used. Each student's progress toward his own and program goals should be acknowledged, but invidious comparisons with the progress of others should be avoided.[15]

Greenleigh Associates reported the following finding on ABE teachers (compare this with the statement at the end of the staffing section on the importance of teacher attitudes):

> Some of the teachers make a deliberate effort from the first session to impress upon their students a confidence that "it can be done." Most of the teachers stated that they make every attempt to prevent an individual from failing at any given task. One teacher said that he assumes the student "has forgotten if he can't do it." In most classrooms each student is allowed to progress at his own rate of speed. All the teachers stated that they are very liberal with praise for progress, and many noted and said that they encourage praise from members of the group when an individual shows progress.[16]

What content areas should be stressed in ABE? A cross section of urban ABE administrators who replied to the Administrator Survey responded to this question: "How much emphasis does your ABE program place on each of the following content areas or skills?" Their responses reflect current program practice.[17]

	PERCENT OF DIRECTORS		
Content Areas	Little or No Emphasis	Some Emphasis	Great Emphasis
Reading, language skills	0%	6%	94%
Arithmetic	0	30	69
Health education	15	74	10
Consumer education	5	67	27
Civics, social studies	5	68	28
Ethnic or racial heritage	27	64	9
Coping skills (e.g., how to complete a job application, take a test, deal with landlords, etc.)	11	50	39

The heavy emphasis on language skills and arithmetic is to be expected, yet other aspects of the program are also important. NAPSAE, in its study of ABE in New Hampshire, included this among its criteria for effective ABE instructional programs:

> ABE classes should be student-centered and should include practical information like filling out application forms. Every effort should be made to find out what the students want.[18]

A specific area which gets only some emphasis in current practice was pinpointed as crucial in a study of ABE in Appalachia:

> Program content concerning abuses of installment buying is important to ABE curricula, since many individuals are rendered almost permanently unemployed because of a history of garnishees.[19]

The problem of ABE instructional content and ABE instructional materials is closely linked. Arno Jewett, member of a U.S.O.E. task force on ABE, reported that:

By and large, in the classes I visited, the interest was not in mathematical studies per se nor in arithmetic, but only: "How much of this can I learn in a hurry as a stepping stone to a job?" With this in mind, teachers are looking for sources of material. . .

(1) The materials the teachers told me they would like most to have would be some kind of loose-leaf pamphlet material. The reason for this is that if they see that Mr. Jones does not understand carrying multiplication, they can backtrack to the looseleaf material and pull out those lessons for review.

(2) The teachers indicated that, for motivational purposes, they would like to have work problems separated from mechanical drill work. They would also like to have a variety of work problems concerned with different vocations.[20]

Because ABE instruction should be geared to the specific learning needs of ABE participants, which will vary according to student skill levels, learning style, geographic location, employment status, family characteristics, and so on, there is a generally recognized need to prepare materials that are relevant to particular students in particular classes. The Administrator Survey asked administrators about the use of commercially prepared and locally prepared materials. The responses were as follows:[21]

(1) Approximately what proportion of materials used for ABE instruction in your program are obtained from commercial publishers?

% Directors Responding	1%	2%	7%	45%	44%
% of Materials Commercially Prepared	0-20%	21-40%	41-60%	61-80%	81-100%

(2) Approximately what proportion of materials used for ABE instruction in your program have been developed, so far, by teachers or other ABE staff?

% Directors Responding	64%	23%	5%	2%	2%
% of Materials Developed by ABE Staff	0-20%	21-40%	41-60%	61-80%	81-100%

Regarding the relative effectiveness of commercially prepared and locally prepared materials, a 1964 survey of ABE programs by U.S.O.E. reported that:

> Internally prepared materials were generally considered more effective because they were more closely adapted to adult needs.[22]

An important issue that arises in ABE is the way in which student achievement is evaluated, both for purposes of initial placement in a suitable class, and for evaluation of student progress in the class. Reflecting a common point of view, the report of an ABE pilot project conducted in Austin stated that:

> A battery of tests given immediately upon enrollment tends to discourage or even prevent the potential ABE student from attending classes. We recommend a brief placement instrument, then, when the teacher has had an opportunity to establish a rapport with the student, further testing may be done if deemed necessary.[23]

Not only do students react adversely to tests, but

> . . . Certainly, neither standardized reading nor intelligence tests can be considered "culture-free." Most teachers feel that the level of capacity of each pupil becomes obvious as instruction progresses.

> Many authorities recommend that each student be given an initial informal reading inventory.[24]

Burnett warned that test scores can be deceptive:

> The literacy teacher learns quickly, if he is perceptive, that two adults may score at a fifth grade equivalent on a public school standardized test but that one may be willing and able to read a daily newspaper with a reasonable degree of understanding while the other may be completely incapable of even attempting to read the paper. Experience such as this causes the literacy teacher to go beyond standardized test scores and attempt to find through informal measures exactly what materials an adult can read at the beginning of a training program.[25]

Earlier in this section reference was made to the ABE participant as an adult learner. Most teachers in ABE come from a background of teaching children. In their ABE classroom, they must develop relationships with their students which are appropriate to the participants' adult status. Following their survey of Chicago ABE, Hayes, *et al.*, reported extensively and insightfully on teacher-student relations:

> In response to a question on teacher-pupil relationships, over half the teachers answered that they try to maintain a person-to-person or adult-to-adult relationship. A few stated they did maintain a teacher-student relationship; and the remaining teachers said they found themselves shifting from position to position in response to certain individuals and situations. One teacher pointed out that his younger students "were not as businesslike if I am friendly."
>
> In response to the question, "Do you get involved in the personal lives of your pupils?" slightly over half the teachers interviewed replied yes, though a few maintained they would rather not but seemed to have no choice. Interestingly enough, half the respondents answering that they maintained a teacher-pupil relationship also answered that they did not get involved in their personal lives and did much counseling. This set of responses leads the investigators to suspect a kind of paternalism in the classroom which may need reconsideration because of the possible poor effects of such an attitude on the independence and self-respect of the adult participants.
>
> In response to the question, "Do you find yourself counseling?" again slightly over half also answered yes. Some of the teachers who answered positively were somewhat apologetic about this role; others accepted counseling as part of their function and actively prepared themselves to be useful in this role.
>
> * * * *
>
> One thorny problem of teacher-student relationship that most teachers feel unqualified to solve is the problem of how to address their students. Most teachers start on a Mr., Miss, or Mrs. basis with their pupils, but when and if a first name basis should be reached remains unanswered. The investigators would speculate that the positive effect on the students' self-concept of the continued formal mode of address might outweigh the advantages of the more casual mode of address. The usual adult nonliterate evidences a terrible need for respect.[26]

There are, of course, additional important aspects of the instruction component for which no information about external standards has been provided. Examples include evidence of benefits to students, such as academic achievement, pursuit of further occupational development, and various forms of daily coping. Some aspects are included in other components, such as characteristics of students in Section 2 on Recruitment, and Characteristics of teachers in Section 3 on Staffing. As evaluation materials are developed for additional program components that are not covered in detail in this manual, information will be included on aspects such as counseling and facilities.

Section 6: Collaboration

This part of the Appendix on external standards contains information about outside experience and opinion related to collaboration with co-sponsors and referral agencies that can be used to interpret local evaluation findings for this program component. The highlights in this part include aims of collaboration, types of co-sponsors, and use of liaison personnel.

There are three basic aims of collaboration supported in the literature. One involves "united community effort"—this is the aspect of collaboration which is most important in terms of the public image of the ABE program, the community support which it enjoys, and cooperation rather than competition among groups offering services to disadvantaged adults. For example, the report on evaluation of North Carolina ABE included the following criteria to judge the programs:

> (5) There is evidence of working relationships with appropriate agencies in order to effect wider community effort in meeting the needs of the undereducated adult.
>
> (7) An advisory body has been established to provide assistance and direction to the overall ABE effort.[1]

A second aim for collaboration is the provision of services needed by ABE participants which would not normally be provided by the ABE program itself. The U.S.O.E. report on the educationally deficient adult stated:

> Supporting services, such as transportation, recreation and social activities, nursery care of trainees' children, food services, correction of impediments to learning, such as defective sight and hearing, are a few of the auxiliary services which will need to be provided for in the training system.[2]

Burnett expanded on this:

> It appears that the per cent of adults in literacy programs in the United States who are illiterate just because of an educational deficiency, uncomplicated by physical as well as emotional, intellectual, and sociological factors, may be quite small. It seems logical to conclude that adult literacy projects utilizing untrained teachers and functioning without adequate provisions for medical referral, vision and hearing correction, and psychological services are going to make only a minimal contribution to alleviating the adult literacy problem in this country.[3]

A third concern relevant to collaboration which appears in the literature involves making the ABE program actually and visibly useful to the participant. As stated in the System Development Corporation study of Job-Related ABE:

> ABE programs with employment goals must be actually and visibly linked to student futures which extend through as many employment-training-educational stages as necessary. . .
>
> Employers must participate in job-related ABE programs at least to the extent of making initial placement or job advancement possible for program graduates. This would include participation in job analysis and job performance evaluation as needed for program development and improvement.[4]

The Administrator Survey included items about collaboration. One hundred directors responded. The questions dealt with co-sponsorship, referrals, and the use of community liaison personnel.

With regards to co-sponsorship, the directors responded to the following questions:[5]

> 17. About how many classes does your ABE program co-sponsor with each of the following organizations or agencies?

Types of Co-Sponsors	Number of Directors who Reported Various Numbers of Classes with each Type of Co-sponsor Categories of Number of Classes 0	1-3	4-6	7-9
Churches	59	24	9	8
Hospitals	63	30	5	2
Businesses	53	24	11	7
CAP Agencies	54	30	10	6
Non-CAP Community Organizations	59	19	14	11
Manpower Training Organizations	56	34	4	6

For each type of co-sponsor listed, between 50 and 60 percent of the ABE programs had no co-sponsor links. However, almost a fifth of the directors reported co-sponsorship with churches, businesses, and CAP agencies, and a fourth reported co-sponsorship with non-CAP community organizations. In response to another question, half of the directors reported that co-sponsorship of ABE with business, hospitals, and other organizations to upgrade employee skills was a standard practice in their program. Another quarter or more said that they had just initiated this practice; only 18 of the 94 directors who responded to this item stated that they had never done so.[6]

ABE directors also responded to a question about their use of referral linkages with other agencies:[7]

(20) With which of the following agencies does your ABE program make or receive referrals of participants?

Agency	Percent of Directors Who Responded Affirmatively
Welfare	96%
Employment	95
Manpower training	65
CAP agencies	69
Non-CAP community organizations	61
Other	36

Almost all directors reported that they received and made referrals with welfare and employment agencies. Manpower training, CAP agencies, and other community organizations were linked to almost two-thirds of the ABE programs in referral relationships.

What about the use of liaison personnel by the ABE program, to promote cooperation rather than competition among organizations that serve the undereducated adult and to develop increased community support for the ABE program? ABE directors indicated the extent to which they used such personnel:[8]

Employment of community relations personnel as liaison between ABE and the community	Number of Directors Who Responded
	56 Never Did So
	5 Formerly Did but Have Stopped
	20 A Standard Practice
	13 Recently Started

There are, of course, additional important aspects of the collaboration component for which no information about external standards has been provided. Examples include the typical proportion of the ABE budget and administrative time devoted to collaboration, and typical outcomes of collaboration in the form of cost reduction, increased enrollments, reaching harder-to-reach adults, and increased community support.

Section 7: Goal-Setting

This part of the Appendix on external standards contains information about outside experience and opinion related to the goal-setting process that can be used to interpret local evaluation findings for this program component. The highlights of this part include sources of influence on the goal-setting process, and relative emphasis on various goals and content areas.

The Administrator Survey included an item on factors that influence ABE instructional goals. These included the State ABE plan, as well as persons and groups that influence the goal-setting process. Results were:[1]

	NUMBERS OF DIRECTORS WHO SELECTED EACH EXTENT OF INFLUENCE		
	Little or No Influence	Moderate Influence	Great Influence
Yourself	3	38	59
State ABE Plan	6	53	41
Teachers	3	27	68
Supervisory Staff	7	40	53
State ABE Staff	9	59	28
ABE Students	3	41	55
Counselors	9	50	27

The ABE director himself, the teachers, the students, and the supervisory staff were seen as having a Great Influence by one-half to two-thirds of the ABE directors.

Which instructional areas are in fact emphasized? The ABE administrators in the Administrator Survey responded to the question: "How much emphasis does your ABE program place on each of the following content areas or skills?" The distribution of their responses provides a picture of current program practice:[2]

	PERCENT OF DIRECTORS		
Content Areas	Little or No Emphasis	Moderate Emphasis	Great Emphasis
Reading, language skills	0%	6%	94%
Arithmetic	0	30	69
Health education	15	74	10
Consumer education	5	67	27
Civics, social studies	5	68	28
Ethnic or racial heritage	27	64	9
Coping skills (e.g., how to complete job applications, take a test, deal with landlords)	11	50	39

In the Teacher Survey, teachers responded to the same question as follows (condensed 5 point scale):[3]

	PERCENT OF TEACHERS		
Content Areas	Little or No Emphasis	Moderate Emphasis	Great Emphasis
Reading, language skills	4%	4%	92%
Arithmetic	28	13	60
Health education	57	25	18
Consumer education	38	31	31
Civics, social studies	34	35	31
Ethnic or racial heritage	56	24	18
Coping (how to apply for a job, obtain legal assistance, deal with landlords)	32	27	41

Teachers appeared to place less emphasis on arithmetic than did administrators. Although approximately the same proportion of teachers as administrators reported "great" emphasis on health education, consumer education, social studies, and coping skills, many other teachers assigned little or no emphasis to these subjects.

What goals do teachers believe to be most important for ABE? Asked to rank in order the following five goals, teachers responded as follows:[4]

	PERCENT OF TEACHERS WHO ASSIGNED EACH RANK					
Goal	1 (high)	2	3	4	5 (low)	Total
Increased self-confidence	33%	37%	19%	9%	3%	100%
Completion of 8th grade equivalency	5	9	14	48	24	100
Increased competency in language skills	20	20	36	16	8	100
Preparation for high school equivalency	16	9	12	16	48	100
Increased ability to cope with adult life roles and problems	32	27	20	10	11	100

Seventy percent of the teachers ranked increased self-confidence as one of the most important goals, and 60% ranked increased ability to cope with adult life roles and problems as first or second in importance. In contrast, completion of certification requirements ranked low in priority (8th grade equivalency—72% ranked 4 or 5; high school equivalency—64% ranked 4 or 5). Forty percent of the teachers felt that "increased language skills" was one of the two most important goals.

What goals do administrators have for their programs? The Administrator Survey included an item on factors that were important to them in evaluating the success of their program. The directors responded as follows:[5]

	PERCENT OF ADMINISTRATORS WHO RATED FACTORS AT EACH LEVEL		
	Little or No Importance	Moderate Importance	Great Importance
Total enrollment	6%	49%	44%
Dropout rate	5	40	54
Number of students completing eigth grade	3	38	58
Number of students placed in jobs or job training programs	13	56	31
Learning gains measured by standardized achievement tests	9	53	38
Success in recruiting "hardcore" chronically unemployed persons	7	40	52

While all of these criteria were seen as important by most directors, three stand out as of particular importance. Over half of the directors rated the following factors as of great importance: dropout rate, number of students completing eighth grade, and success in recruiting "hardcore" chronically unemployed persons. Number of students placed in jobs or job training programs was viewed as the least important of the five criteria.

There are, of course, additional important aspects of the goal-setting component for which no information about external standards has been provided. Examples include typical working relationships between the ABE unit and the remainder of the school system, the director's perception of his role in the goal-setting process, and the ways in which written statements of goals are used.

Section 8: End Notes

Part 1: Introduction

1. The first annual report is entitled *Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools.* New York: Center for Adult Education, Teachers College, Columbia University. 1970. The final report is entitled *Last Gamble on Education* (in press) by Mezirow, Darkenwald and Knox.

2. The administrator survey questionnaire is titled "Study of Urban Public School Adult Basic Education."

3. The teacher survey questionnaire is titled "National Survey of Adult Basic Education Teachers."

Part 2: Recruitment

1. *Study of Urban Public School Adult Basic Education.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. 1971.

2. Information and Training Services and U. S. Office of Education. *Educationally Deficient Adults,* 1964. Abridged report included in Lanning, Frank W., and Wesley A. Many, (Eds.). *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston: Houghton Mifflin Company. pp. 396-7. 1966.

3. Goering, Oswald H., and Michael J. Stotts, (Eds.). *Perspectives in Adult Basic Education for Administrators.* Proceedings of the ABE Administrators' Workshop at Northern Illinois University, in cooperation with NUEA. DeKalb, Illinois: Northern Illinois University, 1967. Citation from Jack Bobay, "Publicity and Promotion of ABE Programs," p. 90.

4. Snyder, Robert E. *Recruitment in Adult Basic Education.* Tallahassee, Florida: Research Information Processing Center, Department of Adult Education, Florida State University. 1971.

5. *National Survey of Adult Basic Education Teachers.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. 7. 1971.

6. Anderson, Darrell V. *Analytical Review of Remedial Educational Programs for Socially and Economically Disadvantaged Adults.* Vancouver: University of British Columbia. M. A. Thesis. 193 pages. April, 1968.

Part 3: Staffing

1. *National Survey of Adult Basic Education Teachers.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. 1. 1971

2. Burnett, Richard W. "Basic Literacy Projects for Adults: A Reading Specialist's Comments," in Lanning, Frank W., and Wesley A. Many, (Eds.). *Basic Education for the Disadvantaged Adult.* Boston: Houghton Mifflin. p. 240. 1966.

3. Greenleigh Associates. *Field Test and Evaluation of Selected Adult Basic Education Systems.* New York: Greenleigh Associates, Inc. p. 15. September, 1966.

4. *Analysis and Interpretation of ABE Experience in the Inner City: Toward a Theory of Practice in the Public Schools.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. V-1, 2. 1970.

5. *Study of Urban. . . ABE,* op. cit., p. 6.

6. Greenleigh Associates, op. cit., p. 17.

7. NAPSAE, *Survey of Adult Basic Education in New Hampshire.* Washington. p. 12. 1969.

8. *National Survey . . .*, op. cit., p. 9.

9. *Analysis and Interpretation . . .*, op. cit., p. V-4-7.

10. Ibid, V-1.

11. *National Survey . . .*, op. cit., p. 10.

12. *Analysis and Interpretation . . .*, loc. cit.

13. *Greenleigh Associates*, op. cit., p. 18.

14. Systems Development Corporation. *Job Related ABE.* Vol. 1: Summary and Recommendations. Falls Church, Virginia. p. 15, February, 1971.

15. Greenleigh Associates, op. cit.

16. Witty, Paul A. "Guiding Principles in Reading Instruction," in Lanning and Many, op. cit., p. 263.

Part 4: In-Service Education

1. Camp, James H. North Carolina ABE Evaluation 1971. pp. 26, 27, 30.

2. *Study of Urban Public School Adult Basic Education.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. 1971.

3. *National Survey of Adult Basic Education Teachers.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. 1971.

4. Knox, Alan. B. *In-service Education in Adult Basic Education.* Tallahassee, Florida: Research Information Processing Center, Department of Adult Education, Florida State University. p. 1. 1971.

5. Ibid., p. 1.

6. Burnett, Richard W. "Basic Literacy Projects for Adults: A Reading Specialist's Comments," in Lanning, Frank W., and Wesley A. Many, (Eds.), *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston: Houghton Mifflin Company, p. 240. 1966.

7. Ibid., p. 243.

8. *National Survey . . .*, op. cit., p. 8.

9. *Selected Action Implications for Urban ABE Directors.* New York: Center for Adult Education, Teachers College, Columbia University, 1971, p. 32.

Part 5: Instruction

1. Ulmer, Curtis. *Teaching the Disadvantaged Adult.* Washington, D.C.: National Association for Public School Adult Education. 1969.

2. Ulmer, Curtis, and Dinnan, James. *Teaching Reading to the Disadvantaged Adult.* Englewood Cliffs, New Jersey: Prentice-Hall. 1971.

3. Mangano, Joseph A., (Ed.). *Strategies for Adult Basic Education. Perspectives in Reading, II.* Newark, Delaware: International Reading Association. 1969.

4. Laffey, James L., et al. *Research on Reading* from *"Research in Education,"* Supplement 1. ERIC/CRIER Reading Review Series, Bibliograpy 28. Indiana University. EDRS Price MF $0.65, HC $13.16. ED 039 391. 317 pages. June, 1970.

5. Kreitlow, Burton W. *Basic Explorations in Adult Re-Education.* A Terminal Report from the Adult Re-Education Project. Madison, Wisconsin: Research and Development Center for Cognitive Learning, University of Wisconsin. Theoretical Paper No. 25 (ED 042 991; EDRS Price: MF $0.65, HC $3.29), April 1970, pages 15.

6. Sherk, John K., Jr. and Mocker, Donald W. "Guidelines for the Development of a Learning Center in ABE." *Adult Leadership*, Vol. 19. pp. 48-50, 61-62. June, 1970.

7. Camp, James H. *North Carolina ABE Evaluation 1971.* pp. 27-28.

8. Systems Development Corporation. *Job Related ABE, Vol. 1 Summary and Recommendations.* Falls Church, Virginia p. 14. 1971.

9. Ibid., p. 14.

10. Carroll, Margaret C. "Individual Progression: A Curriculum Organization: The Theoretical Framework," in Goering, Oswald H., and Michael J. Stotts, *Perspectives in Adult Basic Education for Administrators.* DeKalb, Illinois: Northern Illinois University. p. 58. 1967.

11. *Study of Urban Public School Adult Basic Education.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. Question 77, p. 15. 1971.

12. Systems Development Corporation, op. cit., p. 15.

13. Haves, Alan, Nancy Lighthall, and Dan Lupton. "Methods," in Lanning, Frank W., and Wesley A. Many (Eds.). *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston: Houghton Mifflin Company. p. 352. 1966.

14. Information and Training Services and U. S. Office of Education. "Educationally Deficient Adults," in Lanning and Many, op. cit., p. 402.

15. Systems Development Corporation, loc. cit.

16. Greenleigh Associates. *Field Test and Evaluation of Selected Adult Basic Education Systems.* New York: Greenleigh Associates, Inc. p. 348. September, 1966.

17. *Study of Urban . . . ABE*, op. cit., Question 72, p. 14.

18. NAPSAE. *Survey of Adult Basic Education: New Hampshire.* Washington, D.C. p. 12. 1969.

19. Appalachian Adult Basic Education Demonstration Center. *Achievements of the AABEDC: Final Report FY 1969.* Moorhead, Kentucky. p. 19.

20. American Textbook Publishers Institute and the U. S. Office of Education, "A Review and Appraisal of Existing Instructional Materials for Basic Education Programs," in Lanning and Many (Eds.), op. cit., p. 331, 333.

21. *Study of Urban . . . ABE*, op. cit., questions 42-43, p. 9.

22. Information and Training Services and U. S. Office of Education, op. cit., p. 400.

23. Extension Teaching and Field Service Bureau. *Adult Basic Education Pilot Project.* Austin, Texas: Division of Extension, University of Texas at Austin. p. 52. June, 1969.

25. Hayes, op. cit., p. 380.

26. Burnett, Richard W., "Basic Literacy Projects for Adults: A Reading Specialist's Comments," in Lanning and Many (Eds.), op. cit., p. 238.

27. Hayes, op. cit., p. 358-59

Part 6: Collaboration

1. Camp, James H. *North Carolina ABE Evaluation 1971.* p. 26.

2. Information and Training Services and U.S. Office of Education. "Educationally Deficient Adults," in Lanning, Frank W., and Wesley A. Many (Eds.). *Basic Education for the Disadvantaged Adult: Theory and Practice.* Boston, Mass.: Houghton Mifflin Company. p. 407, 408. 1966.

3. Burnett, Richard W. "Basic Literacy Projects for Adults: A Reading Specialist's Comments," in Lanning and Many (Eds.), op. cit., p. 246.

4. Systems Development Corporation. *Job Related ABE. Vol. 1: Summary and Recommendations.* Falls Church, Virginia. p. 12. 1971.

5. *Study of Urban Public School Adult Basic Education.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. 3, Question 17. 1971.

6. Ibid., p. 17, Question 84e.

7. Ibid., p. 4, Question 20.

8. Ibid., p. 17, Question 84j.

Part 7: Goal Setting

1. *Study of Urban Public School Adult Basic Education.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. 2. 1971.

2. Ibid., p. 14.

3. *National Survey of Adult Basic Education Teachers.* (ABE in the Inner City Project.) New York: Center for Adult Education, Teachers College, Columbia University. p. 3. 1971.

4. Ibid., p. 3.

5. *Study of Urban . . . ABE*, op. cit., p. 15.

APPENDIX C

Adapting Manual for ABE/Model Cities Joint Programs

Although this manual was not developed specifically for the evaluation of ABE/Model Cities joint programs (funded under Section 309 of the Adult Education Act), it can be readily adapted for such use. Some suggestions for adaptation are presented in this section.

The instruments in this manual were designed to collect two different kinds of data: data on intended practice and data on current practice. Most items on intended practice are located in the Administrative Staff Interview Guide.

In evaluating ABE/Model Cities joint programs, data about intended practice should be collected from Model Cities administrators as well as ABE administrators. Both parties should be interviewed with the help of the Administrative Staff Interview Guide. The responses to the interviews should then be compared to identify differences between the program intentions of the ABE and Model Cities administrators. The evaluator should consider the following questions:

(1) How great are the differences in intentions? Sizable differences indicate potential areas of conflict.

(2) Have differences in intention made it difficult for ABE and Model Cities to cooperate? What mechanisms have been established to reconcile differences in intention?

Once data on intended practice have been collected from both parties and discrepancies noted, current practice data should be collected as indicated in the manual. Data on current practice should then be compared with data on intended practice. Evaluators should consider the following set of questions at this point:

If there are discrepancies between the program intentions of ABE and of Model Cities, to what extent does current (actual) practice reflect these discrepancies?

(1) Have the two agencies resolved their differences? If so, in what ways?

(2) Have discrepancies in intentions produced conflict which has adversely affected current practice?

(3) Have the program intentions of either agency prevailed over the other? If so, how has this affected the joint program?

Data on current practice are collected mainly from questionnaires administered to the ABE director and to ABE teachers. The Director Questionnaire should also be administered to the ABE director's counterpart in Model Cities. This will permit a comparison between how the ABE director perceives current (actual) practice and how the Model Cities director perceives it. Discrepancies in perception will lead the evaluator to further data analysis and to judgments about source credibility. It will help to compare discrepant perceptions with various objective data such as the Program Statistics Form. The following questions might be considered at this stage:

(1) How do different perceptions of current practice compare with any different expectations regarding intended practice?

(2) Do differences in perceptions of current practice indicate a lack of communication and feedback? How can communication be improved?

Data on current practice collected from the Teacher Questionnaire are very important. The evaluator should consider administering the Teacher Questionnaire to all teachers who teach in the ABE/Model Cities joint program regardless of which agency pays them. Data on teachers' perceptions of current practice can then be compared in a manner similar to the foregoing comparisons of Director Questionnaire data.

The collaboration component (Part III) has been designed to evaluate the sum of all collaborative relationships established by ABE programs, instead of one intense relationship such as ABE/Model Cities joint programs. For this reason, the following modifications are suggested for the items in the collaboration component and in the parts of the instruments devoted to collaboration:

(1) Most of the needed modifications can be accomplished by replacing the word "collaboration" in the evaluation items with the phrase "ABE/Model Cities joint program." For example, item 1 of the Collaboration section of Part III reads: "Proportion of your ABE budget and of your administrative time that *should be* and *is* allocated for collaboration." This would read: "Proportion of your ABE budget and of your administrative time that *should be* and *is* allocated for the ABE/Model Cities joint program." When the corresponding question (51) in the Administrative Staff Interview Guide is asked of Model Cities administrators, it should read: "What proportion of your Model Cities budget and administrative time should be allocated to the ABE/Model Cities joint program?" The corresponding question (60) in the Director Questionnaire should be similarly reworded.

(2) Collaboration item 10 deals with the benefits of collaboration and item 12 with the disadvantages of joint programs. The same format should be retained. Corresponding items in the instruments should be similarly modified.

(3) The Co-Sponsor Data Form enables evaluators to compare various co-sponsor relationships. The Co-Sponsor Data Form can be used to:

a. make comparisons between joint program classes conducted at different sites;

b. compare the ABE/Model Cities joint program with other co-sponsor relationships.

(4) The evaluator may wish to modify the Co-Sponsor Questionnaire to better reflect the characteristics of the specific ABE/Model Cities joint program. In this regard questions may be changed, added, or deleted.

The goal-setting component (Part III) was designed to evaluate the process of goal-setting for the entire ABE program. For the purpose of evaluating an ABE/Model Cities joint program, the evaluator may reword items so that they refer solely to the joint program. For example, item 1 in the Goal-Setting section reads: "Persons or groups who *should* have and currently *do* have the most influence on setting program goals and priorities." This might be changed to read: "Persons or groups who *should* have and currently *do* have the most influence on setting ABE/Model Cities joint program goals and priorities." Similar changes should be made in the corresponding questions in the instruments.

Some items on goal setting may seem irrelevant for the evaluation of ABE/Model Cities joint programs. If so, delete them and add others that are more relevant.